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Ronald William Perry

Louisiana State University and Agricultural & Mechanical College

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IN ADULT EDUCATION PROGRAMS.

The Louisiana State University and Agricultural
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DEVELOPMENT AND ANALYSIS OF A CONCEPTUAL FRAMEWORK
FOR RECREATION AND LEISURE EMPHASES
IN ADULT EDUCATION PROGRAMS

A Dissertation

Submitted to the Graduate Faculty of the
Louisiana State University and
Agricultural and Mechanical College
in partial fulfillment of the
requirements for the degree of
Doctor of Education

in

The Department of Extension Education

by
Ronald William Perry
B.S.P.H., University of Florida, 1953
M.S., Florida State University, 1961
August, 1971

PLEASE NOTE:

Some Pages have indistinct
print. Filmed as received.

UNIVERSITY MICROFILMS

For their encouragement, understanding and sacrifices, this study is dedicated to my family -
Liza, Debbie, Bill, Beth, Rick and Rob

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TABLE OF CONTENTS

	Page
ACKNOWLEDGMENTS	iii
LIST OF TABLES	ix
LIST OF FIGURES	x
ABSTRACT.	xi
Chapter	
1. INTRODUCTION	1
Statement of the Problem	7
Importance of the Study	9
Objectives of the Study	13
Delimitation of the Study	14
Definition of Terms	14
REFERENCES CITED.	16
2. REVIEW OF LITERATURE.	17
REFERENCES CITED.	21
3. RESEARCH DESIGN	22
Procedure for the Study	22
Phase I	22
Phase II	24
4. CONCEPTUALIZATION OF THE PROFESSION OF RECRE- ATION	26
Phase I	26
Introduction	26

Chapter	Page
Recreation as a Social Institution. . . .	35
Recreation as a Profession.	36
A Conceptual Framework for Recreation . .	41
THE SOCIAL SCIENCES	43
Anthropology.	44
Economics	49
Sociology	56
Political Science	61
THE BEHAVIORAL SCIENCES	65
Psychology.	65
Physiology.	70
Education	75
Social Work	83
Management.	90
Summary	96
THE CONCEPTS OF THE PROFESSION OF RECRE- ATION	98
Introduction.	98
Content Area Contributions to the Pro- fession of Recreation	99
Process Area Contributions to the Pro- fession of Recreation	105
Summary	112
REFERENCES CITED.	113

Chapter	Page
5. SUMMATION OF THE VALIDATION OF FINDINGS REGARDING THE DISCIPLINE OF RECREATION. . .	116
INTRODUCTION.	116
BACKGROUND INFORMATION REGARDING THE JURY OF EXPERTS.	117
Professional Recreators and/or Educators (Group I)	117
Extension Recreation Specialists (Group II)	118
Municipal-Oriented Recreation Administra- tors (Group III).	119
ANALYSIS OF THE OPINIONS OF THE JURY OF EXPERTS	120
A. Anthropology.	121
B. Sociology	122
C. Political Science	123
D. Psychology.	124
E. Physiology.	124
F. Economics	125
G. Education	126
H. Social Work	127
I. Management.	128
6. ANALYSIS OF THE CONCEPTUALIZATION OF THE FIELD OF RECREATION AS SEEN BY THE UNIVERSITY-BASED EXTENSION SPECIALIST . . .	132
Phase II.	132
Introduction.	132
Background Information (Group A).	135

Chapter	Page
Background Information (Group B)	138
Basic Questions	141
Questions Relating to University-based Extension and Recreation Services	145
Plans of Work	160
REFERENCES CITED.	163
7. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS . .	164
SUMMARY	164
Phase I	164
Phase II	166
CONCLUSIONS	169
Phase I	169
Phase II	171
RECOMMENDATIONS	173
REFERENCES CITED.	177
BIBLIOGRAPHY.	178
APPENDICES.	185
APPENDIX A	186
APPENDIX B	188
APPENDIX C	192
APPENDIX D	196
APPENDIX E	206
APPENDIX F	207
APPENDIX G	210

Chapter	Page
APPENDIX H	211
APPENDIX I	220
VITA.	221

LIST OF TABLES

Table	Page
I. Summation of the Opinions of the Jury of Experts in Response to the Questionnaire Regarding the Discipline of Recreation (Appendix F)	207
II. Summary of Mean Ratings Given by the Jury of Experts in Response to the Questionnaire Regarding the Discipline of Recreation . . .	130
III. Comparison of the Opinions of Extension Specialists Regarding Utilization of the Concepts of Nine Disciplines in Extension Recreation Programs.	143
IV. Comparison of the Professional Course Work Taken by Extension Specialists as Part of Their Undergraduate Curriculums.	144
V. Comparison of the Responses of Extension Specialists Regarding Agency Responsibilities for Selected Areas of Recreation Work	147
VI. Comparison of the Rankings of Extension Specialists Regarding the Major Areas of Work in Extension Today	150
VII. Comparison of the Responses of Extension Specialists Regarding Areas of Recreation in Which Extension Should be Involved	153
VIII. Comparison of the Rankings of Extension Specialists Regarding the Major Areas of Work in Extension in the Next Decade	155
IX. Comparison of the Responses of Extension Specialists Regarding Areas of Future Program Involvement	159

LIST OF FIGURES

Figure		Page
1.	A Conceptual Framework for Recreation Subject Matter Disciplines	42
2.	A Conceptual Framework for Anthropology . . .	45
3.	A Conceptual Framework for Economics	55
4.	A Conceptual Framework for Sociology	58
5.	A Conceptual Framework for Political Science.	63
6.	A Conceptual Framework for Psychology	67
7.	A Conceptual Framework for Physiology	72
8.	A Conceptual Framework for Education	77
9.	A Conceptual Framework for Social Work . . .	85
10.	A Conceptual Framework for Management	94

ABSTRACT

The study was concerned with all forms of University-based extension and adult education which deals with recreation and leisure.

The descriptive method of research was employed and the study concentrated on two major phases. The first was to make distinctions between the terms "recreation" and "leisure" and to conceptualize the profession of recreation so that clear understanding as to the scope of the field could be visualized by the personnel responsible for recreational service within the University-based extension service. A jury of experts validated the findings pertaining to this conceptualization.

The second phase was to determine what the role of the University-based extension service is today and in the future as it pertains to the administration and programming of recreational services, as visualized by the State Extension Specialist, and to analyze the differences between recreation leisure programs of today and those which might be redesigned for the future. Informational analysis was used through the employment of a mail questionnaire directed to State Extension Specialists. All were asked to submit their current plan of work for analysis, to establish the amount of recreational services that is being programmed at

the present time through the extension service.

Play, recreation, and leisure mean many things to those who recreate and to those who lead in recreation activities. Recreation is a social phenomenon based upon many interrelated phenomena; it reflects a system of relationships.

The results of the responses which dealt with the conceptualization of the profession of recreation indicated that background and professional preparation in the disciplines have a bearing on their being utilized in the specialist's performance of his extension work assignments.

The state extension specialists presented a fairly clear consensus of opinions regarding administration and programming, today and in the future, for University-based extension. The greatest margin of disagreement occurred in the ranking of the most important areas of emphasis in extension today and in the future. The major function of the state recreation specialist today and in the future, as seen by the extension specialist himself, is for planning and leadership in recreation. There was very little similarity between the plans of work, either in format or content.

In light of the findings of the study, there is a need for future consideration of the following items: (1)
A series of studies should be initiated to further

sub-divide the concepts of the disciplines explored for a total conceptualization of recreation and leisure. (2) Certain university and college curricula should be evaluated to ascertain if proper subject-area emphasis is being placed for specialized training in extension work. (3) There should be a written job description which would permit consistency of state recreation specialists from one state to another. (4) In-service training should be initiated at state and local levels for recreation extension personnel, to present in-depth programs regarding education and awareness of the worthy use of leisure time. (5) A study should be made to discover the reasons behind disagreement found in program areas of work, emphasis, and demands on time among individual state extension specialists. (6) Consideration should be given as to feasibility of added direction and guidance from the federal level, to include a national plan of work, to provide consistency on a nation-wide basis, regarding goals and purposes. (7) A series of informational materials should be published which will be used by those who lead, and by those who are led, in dealing with organization and methodology of fulfilling recreational aspects of our national goals in a leisure-oriented society.

Chapter 1

INTRODUCTION

Demographers tell us that by 2000, eight out of every ten people will be living in urban areas. Before 1850, in the United States, 85 out of every 100 families lived in rural areas. A majority of the population today, lives and works within the confines of a mere 20 million acres of land out of a near total of 2 billion national acres. The United States is urbanizing at the rate of a million acres a year. Not only does there indicate a trend from rural to urban and suburban living, but also the population is increasing at a furious pace. The American population recently passed the 210 million mark and projections for the year 2000 show an increase to 350 million. We are having a net gain of one person every 10-1/2 seconds. More people are living healthier and happier lives, and they are living longer. In 1900, only one out of every 25 persons was over 65 years of age. Today, it is one in 12. In another decade it may be well one in ten. Children constitute another one-third of the population.

Americans have many goals for themselves in these times: for education; for arts and sciences; for the economy; for agriculture; for living conditions; for health and

welfare; and for helping to build an open and peaceful world. Among them are some important goals which bear heavily upon the responsibility of those in the profession of recreation. An examination of such goals may shed light on recreation concepts, role, and functions. They may provide a perspective from which to view our needs for today and tomorrow.

A high priority goal is to preserve and recover our land; to conserve and create a cultural and physical environment; and to preserve our cities and countrysides. The ecology of our nation is a focal point today and for the future. The recreation profession must assume leadership and accept responsibility toward attainment of this goal. It must be done with raised voices, to generate enthusiasm and pride in our environment. We must not allow apathy to take place. It must be done through joint planning and cooperation to make our cities and countrysides more liveable, and it must include the need for unification of the concept of improvement and the economic effort for a total attack.

A second goal for recreation is to recover leisure in our life, to relax, enjoy free time and find real recreation. Most comments about our new leisure are about expanded free time, decline in the hours of the work week, more vacations, and the three-day weekend. Increase in free time is surely one of the most significant social changes of the twentieth century and has changed from a minor to a major role in determining the life-style of our children and

youth. In no other force involving change, has there been so deep a transformation of values and philosophy. Free time has become an expression of our culture and a creator of it. Recreation leadership must foster and nurture the recovery of leisure. There is a need to distinguish the state of leisure from activity, to reduce the organized pressure to be on the go, and to deliberately seek in recreational programs to cultivate the unhurried, the leisurely, the voluntary, the simple, the spontaneous joy for living.

"If our society fails," writes August Heckscher in the Report of the President's Commission on National Goals (3, p. 129), "in the responsibility of nurturing genuinely rewarding use of free time, it will discover that its much vaunted gift of time has brought to the people neither true satisfaction or even leisure."

A third American goal for recreation is to promote, aid, and abet, and facilitate a healthy and creative way of life. There are many ways that this can be organized. Exercise needs to be emancipated from the gymnasium and sports field. We have a selling job to do, to get people out on the trails, to value some exercise in their weekly routine, and to get out into our natural resources. We can promote many things for many people. Another area is the fostering of the cultural arts. New kinds of programs can be introduced which can be of interest to all ages, so that there is an upsurge of interest in the performing arts.

A fourth goal for recreation is to foster community and neighborhood social and civic life. Urban and suburban life is mobile and impersonal. Recreation leaders have a responsibility to work with the forces organized for better neighborhood relations and solutions to their problems. They can provide the facilities for bringing people together in our communities--places where people can come together on their own initiative and with their own leadership, to solve their mutual problems. Citizen leadership can come from worthy use of leisure, skillfully directed by the professional recreation leader.

From these goals, several things can be deduced about the modern, future-oriented role and function of recreation leadership: (1) A broadened concept of free time, leisure and recreation is needed--one that is big enough to comprehend within it an understanding of the forces and pressures which mold our culture and our leisure values and pursuits. Recreation must not be considered a catalog of offered activities, it is the voluntary choice of pursuits in search of fulfillment. A more comprehensive view of recreation is needed by citizens, by educators, by legislators and public officials, by young and old, and by those who work in, and give leadership to, recreation. (2) The primary task of recreation workers is to be advocates, promulgators and laborers for some values in life. Inspiration, leadership, and guidance, are needed today beyond

technical ability, administration and supervision.

Recreation will become more closely associated with all forms of education. For many years the basic controlling influences of people were the family, the church, and the school. These controls have been weakened by the movies, television, automobiles, newspapers, magazines, and advertising. Since education and recreation are concerned with ideas, interests, attitudes, emotions, ideals, strength, and skills, perhaps education is in the best position to influence people as to what they will do with their leisure.

The Plan of Work of the Louisiana Cooperative Extension Service, Project VII (2, p. 1) states:

Change characterizes the era in which we live. Almost every phase of the socio-economic life of community, state and nation is in a rapid state of change. The many facets of resource development require that staff decisions be made, based on established priorities. As circumstances change, priorities change. . . . Today, a new emphasis is being placed on recreation in its broadest sense. It has now become a major concern to governmental and civic leaders. This interest in recreation is not limited to the state level but has permeated the smaller towns and hamlets as well.

Large and complicated urban communities, by their very makeup, nurture extensive social problems. The involvement of people from low-income and disadvantaged groups is being emphasized by the legislation of the past decade. The Economic Opportunities Act of 1964, gives direction for solutions to crowded housing conditions and educational progress in today's automated society. Large masses of our population find themselves with time on their hands without

the knowledge of what to do with this new-found leisure time. Only recently has the philosophy that rural Americans have as much right to enjoy their leisure hours as their city neighbors become widespread. In fact, few people even realized that farmers knew how to relax; the thought that farmers would dare take time off for recreation destroyed an illusion as old as rural America itself. Shorter hours on the farm provided by automation, has given the farmer more time for leisure as it has for the city dweller.

The Preface to "A People and A Spirit" (1, p. iii), states:

The Cooperative Extension Service has, for more than half a century, been a dominant force in rural America. The maturing of the nation as an industrial economy with heavy international responsibilities has brought about significant change in the nature and scope of public support to our people. The changing environment of the urban and rural sections of the United States has resulted in modification of the program thrust of Cooperative Extension.

The examination of the scope of the Cooperative Extension Service shows that there is a growing concern for new urban as well as rural recreation program priorities. A need for new commitments to the developing population shifts which continue from rural to urban areas is emphasized by the actions of governmental agencies at local, state and national levels. Recreation is now viewed as an important function of governmental services. The recreation movement in rural life is gradually becoming more than the programs of the 4-H Clubs, the Future Farmers of America,

and the Grange. The problem of providing a well-organized program of recreation for rural dwellers is a difficult one. As communication and transportation continue to expand, the rural population will seek their recreation opportunities in the urban centers. The goal should be to bring to rural life a full share of wholesome recreation without destroying the rural setting. Cooperative Extension's interest in recreation is twofold: Improvement of rural living itself and improvement of organized extension activities. Since recreation is an integral part of family and community life, extension service necessarily involves recreation.

Resources, both human and material, should be available in every state extension organization for offering recreation assistance. The Cooperative Extension Service finds itself accepting new responsibilities and assignments as a developmental institution in adult education.

Statement of the Problem

The situation which exists today in recreation is a challenging one. The need for expanded programs to meet ever-growing needs is urgent.

The development of recreation to date has been largely related to a multiplicity of organizations operating on all levels of organized society.

One effort has been directed toward fitting together these individual organizations in a common cause, in order to provide more efficient use of total community resources:

A community recreation program for all members of the society.

A large number of these individual organizations have become involved in recreation programming quite by accident. These agencies have created new departments and or sections to handle new recreational responsibilities and have in many instances given existing personnel the additional work assignments and responsibilities dealing with recreational services, without any regard to recreational backgrounds, of those assigned. There are many persons today in high leadership positions, making decisions affecting millions of Americans, who have had little or no professional training in the field of recreation.

The majority of the public, the ever-increasing leisure society, is not aware of the true significance of the words "recreation" and "leisure." Those who have been given the responsibility of providing a means of public awareness regarding the words recreation and leisure, are themselves not fully aware of the concepts involved in the two terms--recreation and leisure.

The major purpose of this study is to establish to what extent one agency, the University-based Extension Service, is aware of the concepts of recreation and leisure, and to what extent that agency, the University-based Extension Service, is providing the needed leadership and recreational services for its present and future clientele.

The study will consider several points in dealing with the problem:

1. The concept of what recreation means in the University-based Extension Service today.
2. The concept of what recreation means in the University-based Extension Service tomorrow.
3. An analysis of the gap between the concepts noted previously in points 1 and 2.

Importance of the Study

Educational efforts being performed today have, due to the change characteristics of the era, undergone some significant changes in the nature and scope of programs and responsibilities. Urban and rural problems are of equal concern today for the University-based Extension Service. The factors which restrained growth of recreation in rural communities such as: isolation, economics, lack of leadership, leisure time available, and lack of organization are being reduced by modern times. The problem is essentially one of organizing local resources. This includes natural and human resources. These problems of the 1970's give cause for new avenues of approach to the solutions of what are now the everyday occurrences which come before the extension worker.

The important thing is that there is a clear conceptualization by those who lead, and by those who are led, in recreation and leisure-time activities, of the nature and

significance of the terms--recreation and leisure. A conceptual framework will point to the very foundation upon which the field of recreation is built. This conceptualization appears to be lacking in any written form. This study will attempt to put into written form such a conceptualization of the field of recreation. It is only to be expected that from understanding and new knowledge will come new methods and approaches to problem solving. Recreation workers who have an understanding of the leadership role they play, will surely make significant advances through improved administration and programming of recreational services in the present and in future leisure society.

Yesterday's staff can not cope with today and tomorrow, in the same old proven methods of approach used for the past 50 years. Modern times and new responsibilities mean new training and new references for implementation of leisure activities in rural, urban and suburban settings, for the extension staff.

A second area of importance which will be a part of this study, is to know to what extent the University-based Extension Service is providing the leadership and recreational services for its clientele, that is needed in today's and tomorrow's leisure society. It is vital that a comparison of what ought to be provided and what is being provided be analyzed, so that any gap between the two ends of the

continuum can be established. The needs of the present and future leisure society are conceptualized in the first phase of this study. The extent of success in leadership and the provision of recreational services to serve those needs through the University-based Extension Service, will be determined in the second phase of the study.

A third area which will be noted in the study shall be to point out the need for new material direction and guidance. The resources of information, especially in recreation and allied fields, regarding methods and direction of efforts for this new era of change and responsibility, appear to be inadequate. Present textbooks and manuals fall short of the extension worker's needs. They have yet to include the broadened scope of responsibilities which face the staff in extension work. This has been confirmed by a preliminary survey (Appendix A) which went to State Extension Specialists having outdoor recreation responsibilities throughout the United States. The survey questionnaire was sent to 104 individuals; the 44 replies represented 35 states (Appendix B). It can be summarized by the fact that only six negative replies to the question dealing with the need for a specialized reference book were returned. The question dealing with areas where there was the greatest need for information included such topics as campgrounds, recreation programs, organization, finance, site development, planning and recreational benefits. This

points up to the wide range of activity involvement in which the extension specialist finds himself today, and to the increased involvement envisioned for him in the future.

These replies came from the top administrator or person responsible for outdoor recreation at a state level, the local county or parish extension worker would need to develop an even larger list of needs. These are the people who are faced with the day-to-day problems of grass roots recreation activities. A clear source material is needed to help direct the Extension Service staff at local, state and national levels in this new era of change. A conceptual framework of the field of recreation should be included in the opening chapters of such material.

There is a need for research dealing with the process of total community development and specifically recreational programs as they fit into the total developmental scheme. A number of recreation program priorities should be determined so that direction may be focused on how these priorities may be implemented under the broadened scope of today's University-based Extension Service assignment. The complex aspects of change are much too important to be left to chance solution. An action program must be determined and resource material devised for pre-service and in-service training of extension workers. This is the only way the challenge of the next decade can be successfully met and carried out. The University-based Extension Service

must prepare its personnel for its new role now, for the future. Direction and guidance are proposed as an outcome of this study.

Objectives of the Study

Some specific objectives of this study include:

1. To make a distinction between the terms recreation and leisure, so that personnel of the University-based Extension Service can become aware of their individual meanings as determined by the writings of those considered knowledgeable in the field of recreation and leisure.
2. To conceptualize the profession of recreation so that a clear understanding as to the scope of the field can be visualized by the personnel responsible for recreational service within the University-based Extension Service. This conceptual framework will be developed through research of the various disciplines which have contributed to recreation philosophy and methodology, both of a process and content nature.
3. To determine what the role of the University-based Extension Service is today as it pertains to the administration and programming of recreational services, as visualized by the State Extension Specialist.
4. To determine what the role of the University-based Extension Service is tomorrow as it pertains to the administration and programming of recreational services, as visualized by the State Extension Specialist.

5. To analyze the differences between recreation leisure programs of today and those which must be redesigned for the future, in the University-based Extension Service.

Delimitation of the Study

This study will be limited to State Extension Specialists having recreation responsibilities as determined by the mailing list of the United State Department of Agriculture, Federal Extension Service, Washington, D.C. (4, pp. 1-9).

Definition of Terms

Cooperative Extension Service. An educational organization funded by federal, state, and county governments whose responsibility is to serve as the educational arm of the United States Department of Agriculture, and extend the resources of the state Land-Grant Colleges to the people.

Conceptualization. A process of interpreting theories as to their relative use in a particular conceptual framework. A method of making clear and realistic a study of a subject so that it may be viewed in its separate units as well as its entirety.

State Extension Specialist. The position which carries the responsibility of supporting, guiding, stimulating, and otherwise assisting the local county extension

agent and his staff. The state extension specialist serves as the link between the researcher and the agent and helps with problem identification. The position fits the Extension program into the total Land-Grant University complex. The state extension specialist merges national and state goals into a state-wide objectives.

University-based Extension Service. This term includes all areas of Extension program services that originate from the Land-Grant Colleges and Universities as outlined in the Smith-Lever Act of October 5, 1962, as amended.

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2. Resource Development and Public Affairs, Project VII Plan of Work 1965-1970. Louisiana Cooperative Extension Service, Louisiana State University, Baton Rouge. July 1965.

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Chapter 2

REVIEW OF LITERATURE

The major purpose of this study is to establish to what extent one agency, the University-based Extension Service, is aware of the concepts of recreation and leisure, and to what extent that agency, the University-based Extension Service, is providing the needed leadership and recreational services for its present and future clientele.

There are endless numbers of books, manuals, professional articles, teaching aids and program materials which deal with recreation and leisure. The investigator felt that to study each of these hundreds of documents would not further the professional approach to the attainment of the main purpose of this study. Review of literature which dealt specifically with concepts of recreation and leisure for the University-based Extension Service would be pertinent and worthy of close inspection. The literature selected for review was divided into two categories: (1) studies and reports which pertained to recreation program concepts of the past, present, and future in the University-based Extension Service, and (2) studies and reports which pertained to direction and implementation of recreation programs of the past, present and future in the University-based Extension Service, community recreation and State and

Federal recreational settings.

One of the questions presented in the preliminary survey (Appendix A) asked for information dealing with textbooks or manuals which dealt specifically with rural recreation, its organization and or administration. In recording all responses (Appendix B), there were only four references which would be classified as textbooks, none of which deal with rural recreation specifically. There are numerous manuals, reports pamphlets and training aids issued by federal and state agencies, but each deals with a specific item and is written in terms of the past or present, with less than half a dozen offering suggested direction and implementation of the broadened future scope of the University-based Extension Service recreation activities.

In investigating the studies reported in the literature referred to by the preliminary survey and from reference books and encyclopedias available to the investigator, there appear to be no examples of research dealing with the future of the University-based Extension Service recreation program concept, or suggested areas of concentration of efforts under the broadened scope of extension assignments expected in the 1970's. Support of this view is given by Regnier (1, pp. 14-15) who recommends some points for consideration in the area of extension recreation. The need for research; Federal support; changes in the role of the extension worker; review of objectives; purposes; roles; values and responsibilities; and training are noted

in the summary and conclusions.

Regnier (1, pp. 7-11) made the following statement regarding attitudes of local leaders and extension workers toward recreation:

What is recreation?

Nearly half of the local leaders (Asked of leaders at 4-H training meetings in Minnesota, Pennsylvania, and Illinois) asked to respond quickly to this question said "having fun." Eight percent said it was relaxation. To another 8 percent recreation meant enjoying oneself, as in playing games. Six percent said play. To 4 percent it meant entertainment, and to another 4 percent, doing what you want to do. Others said songs and games; social activity; wholesome use of leisure time; recreating pleasure; mixing. Singular responses were amusement, action, change, dancing, fellowship, planned leisure, something to do, what we do at meetings, real living, and softball.

Of the extension personnel (Asked of some agents attending National Home Demonstration, Agricultural, and 4-H Club Agents Association meetings, 1960) responding, nearly one-half said games and songs. The remaining responses included having fun, play, relaxation, doing what you want to do, purposeful play, wholesome use of leisure time, and camping.

Those who educate for recreation and leisure in the field realize that leisure studies and applied research must accompany efforts to intelligently plan recreation programs and services; otherwise, recreation planning becomes pure guesswork. Leisure studied in the past and those presently being conducted fall crucially short of supplying the volume of data needed by today's leisure planners to develop meaningful recreation programs. Looking over the contributions made to this point, investigators who depend on the field of recreation and its allied disciplines to provide the needed

information are going to find themselves backed up against a wall.

Reports of individual state extension recreation specialists plans of work will be requested as part of the collection of data for this study. These reports will be given careful evaluation as they relate to the purposes of the study.

Finally, an investigation of related studies and literature in the fields of community recreation and state and federal recreation has revealed very few which deal directly with concepts of the present and future in the University-based Extension Service.

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Chapter 3

RESEARCH DESIGN

Procedure for the Study

Phase I

The descriptive method of research was employed in Phase I in an attempt to make a clear distinction between the terms--recreation and leisure, so that personnel of the University-based Extension Service could become aware of the nature and significance of the terms as they work with their clientele in recreation and leisure activities.

The information which was investigated in the review of the literature pointed out the need of clarification of these two terms before proceeding with the development of a conceptual framework for the profession of recreation.

The conceptualization of the profession of recreation was completed, after exploring all disciplines which offered a contribution to the understanding and the development of the field of recreation. The several disciplines were separated as clearly as possible, into the process and content areas, so the concepts of a philosophical nature could be seen in their interrelationships; and those concepts of a methodological nature could likewise be seen in

their interrelationships as parts of the whole. A total of nine disciplines was decided upon for discussion and inclusion in the conceptualization process.

Recreation as a new field is interdisciplinary in nature; the fine line between process and content areas is at times lost as the term moves between the descriptive usage of doing something in leisure time, and the descriptive usage of an attitude of the mind in leisure time.

A summation was made to bring together those key concepts which have a direct bearing on a framework for the profession of recreation.

A jury of 26 experts was selected (Appendix C). The jury was composed of nine experts in the field of extension recreation; nine experts in professional recreation and or recreation educators; and eight recreation administrators. This jury of experts was presented with an opinion poll questionnaire (Appendix D) designed to validate or repudiate the findings of the investigator, regarding the key concepts which provide the framework for the profession of recreation.

The summary of the opinion poll questionnaire (Appendix F) reflects the responses made by the jury of experts. A consensus of each statement was obtained by the use of a conversion scale which was used to determine the mean rating of the twenty-six experts.

The purpose of Phase I was to establish what recreation means both as an attitude and an experience; and to

design a conceptual framework under which recreation can be viewed by those who lead, the recreator; and those who are led, the recreationist.

Phase II

The second half of the study was concerned with a detailed analysis of the conceptualization of the field of recreation as seen by the University-based Extension Service.

Documentary analysis was employed in exploration of the literature that exists regarding recreational programming being implemented today and that being planned for use under the broadened scope of the University-based Extension Service programs in the 1970's.

The establishment of any possible gap between administration and programming of recreational services which is being provided today and is planned for the future, and which services ought to be provided today and planned for the future, was undertaken. A mail questionnaire was used to determine the present-day recreational philosophy and methodology of each State Extension Recreation Specialist, and his views towards administration and programming of recreational services in the future.

The State Extension Recreation Specialist questionnaire responses were divided into two groupings. One group included all specialists that had indicated their job responsibility in University-based extension work, primarily

dealt with recreation program and services. The second group included those specialists who had indicated their primary job responsibility in University-based extension work, dealt in areas other than recreation program and services.

All specialists were asked to submit their current plan of work for analysis by the investigator. This analysis of various state plans of work would attempt to establish the amount of recreational service that is being programmed through the State Extension Service, at the present time. These plans of work were compared to the projected plan of work of the United State Department of Agriculture's Federal Extension Service.

The responses of the mail questionnaire were compared to the validated concepts of recreation which were explored in Phase I of the study.

Observations and interviews were conducted during a nine month period with State and Federal Extension Specialists who dealt primarily with administration and programming of recreational services in the University-based Extension Service.

Chapter 4

CONCEPTUALIZATION OF THE PROFESSION OF RECREATION

Phase I

Introduction

The process of conceptualization is one of abstracting and generalizing sense impressions. It is in this way that it is possible to manipulate, study, organize, and isolate the properties of objects. It is by thought that such properties can be isolated, and thinking can proceed by giving names to such properties. Goode and Hatt (4, p. 42) have made these points in their book, Methods in Social Research.

Concepts are said to be foundations of all human communication and thought. Concepts must be communicable. They must be constructed so that a common understanding and clear frame of reference makes communication possible. It is important that time is taken at the very onset of discussion of the profession of recreation to develop some operational definitions so that there shall be no confusion as to the meanings intended by their use.

The words play, leisure, and recreation are heard today in every land and in every language. All too frequently, these terms are used interchangeably and as synonyms.

Different meanings are attributed to the three, although to the average lay person they may mean the same. The words are applied to a great variety of activities that carry different values.

Play to a child has a meaning and a value separate from that of an adult. Recreation is an activity period to some, while leisure may be a state of idleness to another. There have been many definitions of play, which indicates the difficulty of trying to analyze its meaning. This may refer to recreational pursuits in general, as in the phrase, "the world of play." It may also be used to describe the specific act of carrying on certain recreational activities: "they are played." The word is derived from the Anglo-Saxon plega, meaning a game or sport, battle or skirmish. It suggests both a kind of activity and a spirit or attitude about participation.

Play is frequently referred to as being part of the world of children and thus somewhat casual, unstructured, and exploratory, although not purposeless. Zeigler (29, p. 9) states: "that play is an instinctive form of self-expression through pleasurable activity which seems to be aimless in nature." Play suggests a rather limited range of activities, usually of a physical nature. Actually, the play of children and the recreation of adults can be practically the same thing, only serving different functions. The play of children provides for a somewhat different and more

important group of developmental needs, whereas play for adults may function to "re-create" physically, psychologically, or emotionally after the wear and tear of other activities. Thus Slavson (18, p. 3) has said: "Play and recreation--are leisure-time activities--motivated by pleasure, and serve as diversions from the more pressing and serious occupations of daily living."

Leisure was a part of culture before civilization came into being. It has been a part of human society from a time prior to when man learned how to communicate within his species. Man has had some form of leisure since the earliest recorded history. Throughout the ages, man has yearned for some degree of freedom from the toil and drudgery required in earning a living. For most of history, leisure was the exclusive privilege of the wealthy few, a luxury which seemed always beyond his reach. Today, we have more leisure than any people have ever had in the history of the world. From birth until death, ancient man spent most of his waking hours in a grim effort to wrest from his environment the bare necessities of life for himself, for his family, for his tribal brothers, and for their families. Man's initial struggle was to survive; however, he has always had some time "on his hands." Thomas Woody (28, p. 4) writes: "Leisure and labor are two sides of man's shield; both protect him. Labor enables him to live; leisure makes the good life possible." The term leisure is from the Latin

licere, meaning "to be permitted" and is defined in the dictionary (20, p. 480) as: "freedom from occupation, employment, or engagement." Leisure is a block of time. Max Kaplan (9, p. 60) in Leisure and Life: A Social Inquiry, states that:

. . . leisure refers not only to a bulk of time, but also to a state of freedom, the opportunity for feeling a minimum of obligation, the chance to gain knowledge, an instrument for social control, a symbol of social status, or a physiological or emotional necessity.

Leisure is time in which our feelings of compulsion should be minimal. Leisure is time beyond that which is required for existence and subsistence. It is discretionary time, time to be used according to our own judgment or choice. Howard Danford (2, p. 3) stated:

Leisure is a condition in which an individual is free from all obligations and thus is enabled to engage in activities without any compulsion whatsoever. Thus, the outstanding characteristics of leisure are freedom and the absence of necessity.

Leisure time is made possible by work, not a time in which work is made possible. Leisure time is that portion of the day not used for meeting the needs of existence. No one could say he has leisure who has not time he can dispose of as he wishes. It is important in the understanding of leisure that the term indicate free time, time available to the individual after necessary work and other survival duties are accomplished, to be spent at the discretion of the individual, hence the term "discretionary time." Hecksher (5, p. 129) indicates:

Leisure which should be the seed bed of the arts, the source both for creation and enjoyment, too often becomes a round of activities undertaken as a result of disguised or overt pressures which appear to have less and less to do with the enrichment either of the individual or of society.

Leisure is a concept which deals with time. It is free time, enabling a person to do as he chooses.

Recreation is any activity or pursuit which is chosen by the individual within his leisure time. The word recreation is derived from the Latin term recreare. Its original meaning was to restore, refresh, or build anew. There are a number of authors in the field of recreation who have stressed the point that recreation provides relaxation after toil, thus helping the individual "re-create" himself. In most cases, it was viewed as having no purpose beyond that of immediate enjoyment. The Neumeyers (14, p. 17) are sociologists who have taken special interest in recreation and leisure, and define recreation as: "any activity, either individual or collective, pursued during one's leisure time."

Meyer and Brightbill (12, p. 28) in their text on recreation offered the following as a definition of recreation: "Recreation is activity voluntarily engaged in during leisure and primarily motivated by the satisfaction or pleasure derived from it."

Miller and Robinson (13, p. 6) comment: "Sapora and Mitchell list twenty-five different definitions of play and recreation, ranging from what one does, to the attitude with

which one engages in activity."

Recently a viewpoint has been noted which adds that recreation must not only be voluntarily chosen and enjoyable, but must also be socially acceptable, morally sound, and must have the potential for serving some purpose, to the individual and society at large.

Ziegler (29, p. 9) states:

. . . recreation embodies those experiences or activities that people have or engage in during their leisure for purposes of pleasure, satisfaction, or education. Recreation is a human experience or activity; it is not necessarily instinctive; and it may be considered as purposeful.

Richard Kraus offers the following working definition of recreation in his text Recreation Today (11, p. 7) when he states:

Recreation consists of an activity or experience, usually chosen voluntarily by the participant, either because of the immediate satisfaction to be derived from it, or because he perceives some personal or social values to be achieved by it. It is carried on in leisure time, and has no work connotations, such as study for promotion in a job. It is usually enjoyable and, when it is carried on as part of organized community or agency services, it is designed to meet constructive and socially worthwhile goals of the individual participant, the group, and society at large.

G. Ott Romney (15, p. 14) in his book, Off the Job Living, states recreation as: ". . . not a matter of motions but rather of emotions. It is a personal response, a psychological reaction, an attitude, an approach, a way of life."

Butler (1, p. 8) undertakes this definition of recreation: "Recreation is any form of experience or activity in

which an individual engages from choice because of the personal enjoyment and satisfaction which it brings directly to him."

One more ingredient may be found in Hutchinson's (7, p. 17) statement: "Recreation is a worthwhile socially accepted leisure experience that provides immediate and inherent satisfaction to the individual who voluntarily participates in an activity."

Recreation is a distinct phase of human activity, characterized by a particular spirit or attitude, which brings direct satisfaction to human beings. It does not function as a separate entity, but is closely related to and integrated with other phases of man's total life. It is the wholeness of man that is important. The value of recreation to the individual and the community is due in part to the contribution which it makes to other human interests and forces. The fact that recreation affords direct benefit to the individual and at the same time serves other constructive purposes explains why it is receiving such widespread recognition as an essential factor in our modern age of leisure.

The spirit of the participant in any recreation activity is the key factor in determining whether it is truly play or must be classified as work. Since human beings differ, that which is recreation to one may not be recreation to another; the decisive factor is that of motivation. The

quality of the experience, and the feeling of the participant about it, are all-important. Slavson (18, p. 2) sums it up: "Recreation does not consist of what one does; it is rather the motive, attitude and value of the doing of the individual that gives an activity a recreational significance."

It can be noted from the foregoing variety of definitions that there is difficulty in gaining common agreement in a definitive statement of the meaning of recreation; however, most professionals agree upon certain basic characteristics that the term implies. A broad range of these characteristics might include:

1. It is activity as opposed to idleness; it may be passive, both physically and mentally, or may involve extremely active participation on a variety of levels.
2. Recreation occurs during unobligated time.
3. The choice of activity is free from outside pressure.
4. Recreation provides enjoyment; it may be the most trivial and unimportant of pursuits, or it may involve serious dedication and be on the highest level of purpose and intensity.
5. Satisfaction is immediate and inherent in the activity; it may involve a single casual episode, or it may continue as a deeply satisfying activity throughout one's lifetime.

6. Recreation, at its best, is re-creative, a renewal of spirit and body.

7. It provides a change of pace which refreshes and revitalizes.

8. Recreation is broad in concept, involving attitudes of individuals of all ages engaging in a multitude of choices. What one person views as recreational may not be so for another.

9. Recreation should be wholesome, constructive, and socially acceptable.

To summarize the meanings of play, leisure, and recreation, it should be noted that play can be described as a need which can bring satisfactions and involve many potentials for growth and development of human beings. When it is properly directed in leisure time, it becomes recreation. Recreation is a leisure outlet. Recreation should be viewed as a principal objective of leisure. Leisure is time, time which is void of work. Miller and Robinson (13, p. 14) in their text, The Leisure Age, have stated: "one may view leisure time as the major opportunity and recreation as the major means that most men possess to express themselves creatively, to exercise artistic skills, and pursue cultural interests as they please."

Throughout the remainder of this manuscript, the terms "play," "leisure," and "recreation," will be used with the following definitions in mind:

Play is a free, happy, natural attitude of the mind, activity engaged in purposely, full of fun and self-expression.

Leisure is unobligated time, free from prior commitments to physiological or social needs.

Recreation is an act or experience, voluntarily selected by the individual during his leisure time, to meet a personal want or desire, primarily for his own enjoyment and satisfaction.

Recreation as a Social Institution

Each of the definitions have been presented in terms of its application to the individual and his life during leisure time. Recreation is also a social phenomenon based upon many related phenomena. To understand the true nature of recreation, it becomes necessary to examine the several disciplines which contribute concepts concerning the individual and the group. Recreation reflects a system of relationships. It is interdisciplinary in nature. Anthropologists contribute an important insight about recreation in its many forms. Although there is no complete evidence that organized, formalized, or institutionalized recreation exists in every society, anthropologists indicate that athletics, sports, dancing, bodily adornment, games, music, folklore, and such are found in some form in every culture known to history and ethnology.

Recreation is now being identified as an important form of social organization similar to government and education. Recreation may even be broader in its scope than other institutional forms. George Hjelte (8, p. 90) one of the leading recreation professionals in the country, has said:

Recreation finds its definition in the vast collection of activities which are voluntarily engaged in by all the people, young and old, rich and poor, urban and rural, cultured and uneducated. It comprises activities in all the fields of individual and group expression from the simplest and most natural to the artificial and most complicated forms of human experience.

In this sense recreation becomes an important part of the life of every person throughout his entire lifetime.

Recreation as a Profession

Recreation can be viewed as a profession. There exists a dedicated number of recreation workers who represent the services provided through techniques of leadership and methodology. A profession has as its prime object the service it can render to the society in which it exists. A profession is identified by its philosophy and ethics, its basic body of knowledge, its principles, skills, and understandings that make up its methodology.

Recreation is a modern profession not over three-quarters of a century old. Its methodology is built primarily upon other disciplines which are concerned with the knowledge and use of human relationships. As a profession, recreation has the basic purpose of helping individuals or

groups of individuals to make the most constructive and worthy use of their leisure time in creative, enjoyable, and satisfying play activities and relationships.

The modern profession of recreation has produced few philosophers to speak for it. This is in part because it is a growing area of knowledge and as the recreation field grows and develops, its philosophy grows and develops with it. There is a need for research and writings that will integrate the concepts which unite the profession so that its growth is built upon strong foundations. The paragraphs which follow are an attempt to develop a conceptual framework which can help to focus clearly on the attitudes, insights, and methods which go into the make-up of this new field of social service, this new profession which we label recreation.

As we progress further into the "Age of Leisure," change is taking place in all areas of our society. These changes in the actions and habits of the population of the society cause the service professions to change their focus and goals to meet the new change. Some startling predictions are being made for this changing world in which we live.

Recreation is, by far, the largest consumer of leisure, and it is bound to become an increasingly larger social force as culture becomes more leisure conscious. Leisure can be used in both positive or constructive ways

or negative and destructive activities. This gives it tremendous potential in our society. This concept of recreation as a social force is expanded by Charles Brightbill (12, pp. 44-5) in his text, Community Recreation, where he lists the reasons that will increase the challenge and impact of recreation on the future. Some of the reasons are:

The population is expanding. Scientists refer to the rapid increase in the number of inhabitants as the problem of the exploding population. The volume of opportunities for recreation will need to be increased just on the basis of having to serve more people.

Urbanization is increasing. Dr. Marion Clawson has estimated that by the year 2000, urban areas in the United States will increase 141 percent over what they were in the middle of the twentieth century. Large numbers of people concentrated in certain areas in a highly structured society need facilities and resources for recreation.

There are large advances in economic production. Thanks to technology's gains in automation and other labor-saving devices, together with improved methods of transportation and communication, more people have more time off-the-job. . . . Satisfactions heretofore found in work must henceforth be found in leisure and through recreation

People live longer. Because of advances in medicine, people are not only living healthier lives, they are also living longer. Medical science has increased the span of life . . . there are and will be more older, healthier people confronted with the problem of making their added years happy and satisfying.

Purchasing power is increased. There has been a consistent gain in real income in the United States of almost two percent annually. More people have more money and more free time in which to spend it. The economic aspects of recreation are ceilingless.

Environmental conditions are complex. We live in a highly structured, fast-moving, complex society. Economic, social, and political forces are pressing and involved. Everything seems to be accelerated. . . . It

is not only the speed, but also the physical characteristics of our environment which sharpen the factors of distress. Noxious agents, including polluted air and water, noises and vibrations, and certainly radiation hazards magnify the problem. Opportunities to divert attention from these strains through recreation must be available.

People are better educated. One must prepare for leisure just as one must prepare for work. Appreciations, interests, values, skills, and opportunities are a prologue to the story of the wise and satisfying use of leisure. Increasingly, people are developing the skills they need to enjoy their leisure. Schools and other institutions, as well as homes in many instances, are contributing to this knowledge. Increasingly, people are beginning to look upon leisure as an opportunity.

Social attitudes toward leisure and recreation are changing. The old idea that play and recreation are wasteful and sinful is fading rapidly. Although there are still many people who are ashamed of being caught doing nothing, who feel guilty about relaxing, or engaging in recreation, and while there are those who when playing, play compulsively, such feelings are not nearly as widespread as they have been for centuries in the past.

As was noted above, in our system of values, work has always been held high as the important business of society. We have learned to regard work with respect. Predictions of the future indicate that by the year 2000, 2 per cent of the population of the United States will be able to produce all the goods and food the other 98 per cent can possibly use. Not work, but leisure, will be the great problem in the decades ahead. A greater appreciation for leisure and participation in worthwhile recreational activities will prevail among people. Recreation of all kinds is in a permanent boom. Active forms get most of the American recreational dollar, but passive forms get most of the

recreational time. Family income has been rising, and family patterns of spending show higher levels of living, according to a White House Conference (27, p. 15) report which states:

In 1901 the average city family had to spend about 80 per cent of its income on food, housing, and clothing, and had only 20 per cent left for all other items. Even with the increased cost of living, the average city family in the last decade has been able to pay for its food, housing, and clothing with less than 60 per cent of its income, leaving more than 40 per cent for other things.

A final point of challenge and impact of recreation in the future is that those whose early lives were work-oriented rather than leisure-oriented are unprepared to use this new time creatively. Education for the "worthy use of leisure" has become a major national project. This shall be the responsibility of not just one discipline but of many, not with one institution but with all.

The points mentioned previously are intended to briefly illustrate that the role of the recreation professional must change to meet the challenge of our changing society. No longer will the laissez faire leader, who was little more than a facilities caretaker, meet the ever-widening demands for "worthy use of leisure." Professionally trained men and women, educated in the understandings of people and their needs, skilled in a wide range of recreational outlets, must meet the challenge of the Age of Leisure. The kinds of human and physical resources needed will be many and varied. It will involve not only this

newcomer the "recreationist," but will also call for representatives of many disciplines in the natural and social sciences. Each has a part to play, a contribution to make, in this national project of education for leisure. It will call for the social worker, psychologist, physiologist, sociologist, physical and health educator, extension worker, rehabilitation worker, and political scientist to deal in human behavior and the needs of people. The urban planner, landscape architect, engineer, architect, ecologist, forester, horticulturist, land economist, geographer, agronomist, and soils-and-water expert, all have concerns for leisure. It will involve the city dweller and the farmer, management and labor, government and private enterprise.

Each of the aforementioned have a part to play in the job of educating for leisure. It is with these representatives of a variety of disciplines that a conceptual framework for recreation will begin.

A Conceptual Framework for Recreation

As stated in the introduction, concepts are foundations for all human communication and thought. The structural design of the conceptual framework for recreation is illustrated on the following page (Figure 1). Recreation, as brought out in early discussion, must be conceptualized as a broad area of study. There are a number of disciplines that contribute to the understanding and methodology of

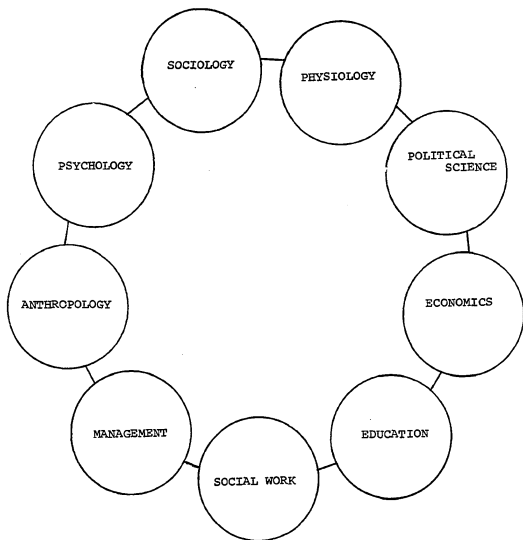


FIGURE 1
A CONCEPTUAL FRAMEWORK FOR RECREATION
Subject Matter Disciplines

recreation. The content areas contain subject matter which includes principles and concepts which formulate a basic foundation for understanding recreation as an attitude and an experience. Recreation draws upon the content area disciplines for clarification of human behavior. The content areas offer answers as to why human beings do what they do. The process area disciplines contain methods and processes of how to recreate. These process areas allow recreation to adopt for its own uses certain ways of getting individuals, and individuals in groups, to experience recreation. Recreation appears to cross many disciplines, borrowing many concepts that have been accepted, and offering newer ones for consideration. It is truly interdisciplinary in its conceptual framework. The remainder of this chapter will be devoted to the investigation of those disciplines, both of content and process nature, which appear to contribute to the field of recreation in this age of Leisure.

THE SOCIAL SCIENCES

Intellectual endeavor is applied to the humanities, the physical sciences, and the social--or cultural--sciences. The social sciences attempt to understand the actions of man himself. The social sciences are sometimes called the "unexact" sciences, because of their changing natures as man and his environment undergo change. Recreation deals with

people. It is concerned with the individual, and the individual in a group. Understanding of human behavior is fundamental to progress in leisure time pursuits. Customs and beliefs are basic to dealing in individual human relations, as the recreationist attempts to cope with the problems of the times. In the social sciences, the degree of success and the ability of man to understand himself and his society will depend in no small measure on his knowledge of the social sciences of anthropology, economics, sociology, and political science.

Anthropology

Anthropology is the study of man. It provides a basis for dealing with how people of different appearance, mutually unintelligible languages, and dissimilar ways of life get along together. Anthropology, as a social science, is an overlapping science with bridges spanning into the physical, biological, and social sciences, as well as the humanities. The group, not the individual, is always the primary concern of the anthropologist. The individual is important only as a member of the group.

The anthropologist approaches man by first examining the origins and development of the human body.

There are two main fields or branches of anthropology (Figure 2). One field is physical anthropology, which deals with man as an organism: his physical characteristics and

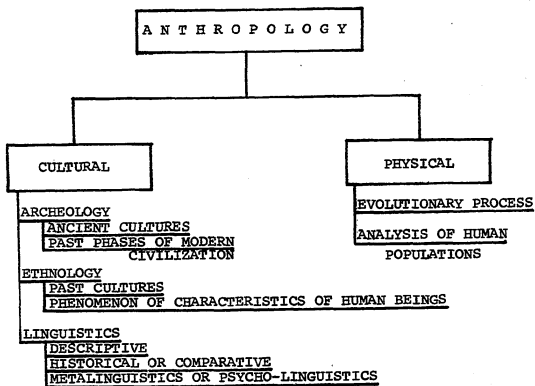


FIGURE 2

A CONCEPTUAL FRAMEWORK FOR ANTHROPOLOGY

how they have evolved during the millions of years, the distribution of races and their adaptation to different surroundings and environments. It is closely related to physiology, anatomy, and biology. It is in the area of the study and analysis of human populations that there is a particular contribution to recreation. Men do not live in a vacuum; they are constantly interacting with the environment.

The second field of anthropology is cultural anthropology, which studies the total way of life of a group of human beings, the sum of all their patterns of living. It studies the origins and history of man's cultures, their evolution and development, and the structure and functioning of human culture in every place and time. Cultural anthropology takes in all the behavior and beliefs which people learn and share with each other. It includes such topics as religion, social and political organization, economics, technology, arts narrative forms, and language. It is subdivided into archeology, ethnology, and linguistics. The ethnologists are sometimes called social anthropologists because they are especially interested in the social systems of a people or society, and its ways of handling kinship, religion, education, and government.

It is from cultural anthropology that recreation acquires the greatest number of concepts. The first of these is that play is culturally universal. Most

anthropologists use the word play in its fullest sense as in the definitions examined in the earlier sections of the chapter, and is comparable to what is called recreation. Extensive studies by anthropologists of a large number of cultures, and cross-cultural studies, show that all human societies have play in a wide range of forms as a fundamental part of their way of life. The forms in which play is found in the society are influenced very actively by the total culture of any particular society. Huizinga (6, p. 1) feels that play is a cultural phenomena. His contention is that play is older than culture since animals play, and culture presupposes human society, but he makes this important point:

. . . even in its simplest forms on the animal level, play is more than mere physiological phenomenon or psychological reflex. It goes beyond the confines of purely physical or purely biological activity. It is a significant function--that is to say, there is some sense to it. In play there is something at play which transcends the immediate needs of life and imparts meaning to the action. All play means something.

Anthropologists view play in modern society to be deeply influenced by the nature of present-day life. Neumeyer and Neumeyer (14, pp. 152-53) vividly describe some of these influences as follows:

Overspecialization, standardization, increased speed, the stress and strain of modern life, technological unemployment and the reduction of people to secondhand participants in their hours of recreation are some of the negative aspects of the machine age. . . . The machine has a tendency to destroy individuality and naturalness in play life by producing standardized models and patterns. . . . It respects neither individuality nor personality. . . . The dangers of standardization can be

overcome not by smashing the machine, but by building up a strong leisure life of the people.

Anthropologically based philosophers of recreation find much significance in the universal existence of play among all people, the wide range of forms it takes among different groups, and its relation to basic economic and social institutional forms. The importance of this concept for the recreation worker is to provide constructive experiences for the people they serve. The research of anthropologists makes it clear that this cannot be fully accomplished unless the cultural meaning of these experiences to particular individuals is understood and utilized.

The anthropologist tells us that in one sense personality is the product of the interaction of the individual, driven by his own needs, and a very complex cultural and physical environment which is somewhat different for different individuals and different groups. For the recreationist to be able to understand the individual, he must understand the culture in which the individual has grown up.

The variability in cultural background is one factor influencing the variability in individual behavior that faces the recreation worker. In different parts of the country and among groups of varying national or ethnic backgrounds there exist different ways of life, each representing traditional and, to them, meaningful ways of behaving. These concepts of culture as it pertains to the behavior of the individual are valuable in predicting the acceptability of

certain recreation program activities which might be offered. That which is acceptable to one group may not be to another. That this may differ sharply from group to group makes them no less important, in their consideration as program participants.

The anthropologist, through his accepted concepts, helps the recreationists to appreciate the differences cultural backgrounds present in individual and group behavior. He can open new meanings to the prejudices found among races, nationalities, religions, and classes in our society. Anthropological and sociological research includes the study of class and status differentiation and the relations between social classes.

Sensitivity to these cultural and social class problems are the contributions most valued to recreation, from the science of anthropology.

Economics

Economics is the study of mankind in the ordinary business of life while earning and enjoying living. Economics is a science of efficiency--efficiency in the use of scarce resources. It is a social science concerned with the problem of using or administering scarce resources so as to attain the greatest or maximum fulfillment of society's unlimited wants.

Economists make up the largest group of social scientists. Economists are concerned with the ways in which

men gain food, shelter, and necessary services; what they cost; and how they are paid for. Some specialize in agriculture, labor, taxation, or banking. Some economists are concerned with the natural resources and their conservation; others with population growth, shifts, and changes; still others with housing, living and working conditions, and wage standards.

Economics is the study of the economic problem; the means for satisfying the wants of the human race, even in the most affluent societies, are scarce. In a word, the economic problem is scarcity. This is a basic concept in economics. Scarcity, in economic terms, uses man as the measure; the scarcity of an object is relative. Things are scarce only in relation to man's desire for them. The whole of economics is founded upon this basic inequality: man's wants versus the means of want satisfaction.

Economics attempts to bring a balance between these two ends on the continuum. Economics is a social science, for it deals with the everchanging and subtle forces of human nature. Economics for use in recreation methodology is of a process nature because economics as a field of work gives rather concise methods for solutions to the problems of society dealing with human nature. The structure of economics rests on two major postulates: (1) Human wants are infinitely expandable; (2) The means for satisfying these wants are limited.

This does not refer to the wants of any particular person, but to the wants of a whole society, and this has particular meaning for recreation. Society wants many things. There is competition for human and material resources in almost every type of recreational pursuit. It appears as a continuous thing in the eyes of the economist, and this concept must be accepted by the recreationist also. We may have to give up something of value in order to get some other thing of value. It may be an individual desire for a particular thing that must be sacrificed for the good of a group in a community. This can be seen in group-orientated recreation programming and facility planning. Construction of facilities must be planned and designed to produce the most advantageous over-all usage for the public funds expended.

People give up leisure hours for extra periods of work so that they will have additional buying power. Some communities give up natural resources such as pure lakes and streams for the extra income new industry can bring, and look the other way as the lakes and streams become holding areas for pollutants, unfit for recreational activities. Highway planners cut through parks and forests because it is the line of least resistance: The land is already owned by the public. In other words, we are forced to decide which of our limited means we shall apply to what limitless ends. Paul A. Samuelson (17, p. 6) in his book, Economics, states

this in this expanded definition of economics:

Economics is the study of how men and society choose, with or without the use of money, to employ scarce productive resources to produce various commodities over time and distribute them for consumption, now and in the future, among various people and groups in society.

This brings up the second of the two previously offered postulates in economics which has significance for recreation: The means for satisfying human wants are indeed limited. A more familiar term for this means would be resources. There are numerous possible uses for every resource of society. Resources both human and material are not great enough to permit society to put it to every possible use. All these uses therefore compete with one another for resources. The function of the economizing process is to allocate scarce resources to specific ends. This might be another way of defining economics. Recreation is in a constant struggle to allocate human and material resources to benefit the individual and his society in leisure--leadership for the activity, space for that group, facilities for the growing demands of the recreation movement.

Several important concepts which economics contributes to recreation methodology should be explored at this point. One is the social effects of the decision-making processes. Economics examines the way in which the direction of resources to satisfying particular wants affects the lives of all members of a society. Economics deal with goods, with

things that people desire and can transfer. Some of these goods are physical commodities such as boats, lollipops, and land. Some are services, such as fishing guides, swimming-pool maintenance, and arts-and-crafts instruction. To an economist, the difference between commodities and services is unimportant, for people want both, and use their resources to produce both. Most goods are scarce, in relation to our desire for them.

Another concept is that of economic efficiency. This is a concept which is concerned with the relationship between the units of scarce resources which are put into (input) the process of production and the resulting output of some wanted product; economic efficiency has to do with inputs of scarce resources and outputs of useful products.

There are Five Fundamental Questions (30, pp. 7-8) which must be answered in attempting to achieve and maintain efficiency in the use of scarce resources:

1. What is to be produced? Society must somehow decide what collection of goods and services will most fully satisfy its wants.

2. Organizing Production. How should this total output be produced? How does society steer resources into areas that we want produced goods, and who is to do the producing and what is the best technology to use in production.

3. Distributing Output. How is society to divide or ration the total output among the various economic units which comprise our economic system? How should the total output be shared by the various households in our economy?

4. Level of Resource Use. Society is obligated to determine the degree to which its economic resources are to be utilized. This includes the degree society is willing to utilize its human and natural resources and to what extent society is actually able to employ its resources effectively.

5. Flexibility. To achieve the maximum fulfillment of society's material wants over time, the economy must be flexible and adaptive to change.

Additional concepts which bear brief mention are the meanings of the terms, "the firm" and "the household," as used by the economist. The basic unit of business decision-making is "the firm." This unit buys certain inputs and combines them to produce outputs that are then sold. The basic unit of individual decision-making is "the household." This unit sells its services and buys goods for its own use. Economics is divided into two areas of study (Figure 3). Both areas have significant contributions to make to the recreation movement. The micro-economics deal with the smaller units just defined, the firm and the household, and macro-economics deal with the above units as they relate to society as a whole. These two basic areas of economics, micro and macro-economics, are broken down into six fields of study. Each is concerned with the ways in which men gain food, shelter, and necessary services; and what they cost and how they are paid for. Recreation is a service social institution and therefore these fields of study within economics hold many valuable concepts for further exploration. The six fields include: economic history and theory; money, banking, and finance; industrial economics; agricultural

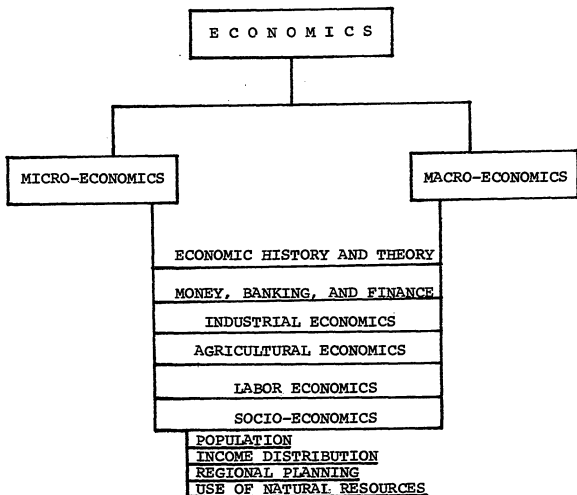


FIGURE 3
A CONCEPTUAL FRAMEWORK FOR ECONOMICS

economics; labor economics; and socio-economics. This last field of study, socio-economics, is concerned with population, income distribution, regional planning, and the use of such natural resources as land, water, minerals, and forests.

Economics in summary is a social science which explains what courses of action will yield optimum output at the least expenditure of labor and capital. These processes hold valuable concepts for recreation which deals with services for people.

Sociology

Sociology is defined as the science of human groups. It is the study of man in his collective aspects, a study of groups of men engaged in more-or-less co-operative pursuit of certain major interests, primarily those of self-maintenance and self-perpetuation. Sociologists study the many types of organizations which men have created for themselves: social, religious, racial, family, tribal, community, business, profession, national, and international. The sociologist examines the history and development of these organizations, and he is interested both in the effect of the individual human being on the group and the group on him. Sociology as a social science is concerned with the kind of life human beings lead in association with each other, the forms and processes that this life manifests, and the problems to which it gives rise--the phenomena of inter-human

behavior.

Recreation and leisure occupy a large segment of sociological research work. There exists an International Study Group on the Social Sciences of Leisure, which meets annually to present research findings in the recreation and leisure fields on an international scale.

Sociology is divided into a number of fields of sociological specialization. The very name of the specialty area can bring to mind parallel interests for the recreationist and the sociologist. These areas include: historical and theoretical, social psychology, educational, rural, urban, race and minorities, political, medical, legal, industrial, criminology, populations, and institutions. In each of these fields, two concepts are particularly useful in describing and analyzing human behavior: These terms are culture and society. The design (Figure 4) divides sociology into these two areas for conceptualizing the science of sociology.

Culture refers to the customs of a people, to those ways of thinking, feeling, and acting that provide men with a fabric whereby they can interpret and guide their daily behavior. Included in this concept area are behavior patterns made up to norms, values, beliefs, and symbols. It includes positions, ascribed and achieved, and institutions and their systems.

The second concept area is Society. Society refers

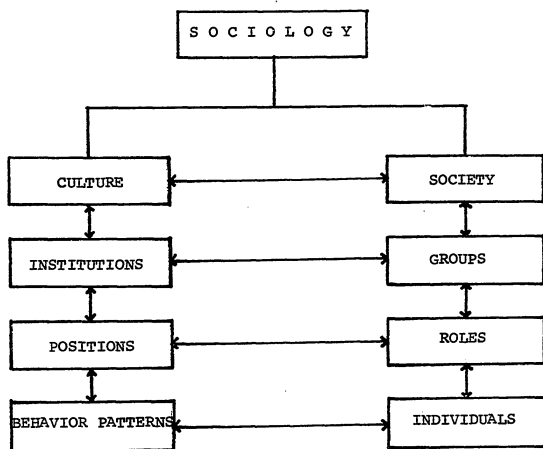


FIGURE 4

A CONCEPTUAL FRAMEWORK FOR SOCIOLOGY

to the people who are practicing the customs and to the network of social relations prevailing among people. In this concept the individual actor in society is traced through roles and groups that go to make up that society.

The sociological view for recreation is built within this framework of concepts of society, social institutions, social structure, and social forces. Sociologists are interested in the nature of social groups and the processes of social interaction which are found in groups. The Neumeysers describe recreation groups as meeting important needs in the lives of individuals, and the group aspects of recreation as being one of the powerful factors in its attractiveness. They point out that groups, for human beings, are necessary to their very survival, as well as profoundly important in molding personality and socializing the individual. They describe recreation groups as follows:

Recreation groups are usually spontaneous ones, allowing freedom of action and a joyousness not to be found in most groups. . . . The joyful emotions are aroused in friendly competition and cooperation. The relationships are intimate and even naive at times. Consequently, the influences that radiate from others are pronounced. One is controlled by them in a subtle and unique way. A spontaneity and naturalness of expression and a release from convention are present in most forms of recreation (14, p. 254).

Recreation groups are often primary, or small, face-to-face groups which provide highly significant experiences for the individual, offering a means of identification, personal loyalty, and intimate friendship which are of great

value to him. These facts must be understood by those in recreation so they may help individuals attain these desirable experiences.

Culture and society comprise two independent parallel systems. Although both culture and society enjoy independent status as systems within sociology, they are interrelated as shown on the previous page. Most textbooks in the field of sociology will list a great number of concepts and sub-concepts which are directly a concern for recreation. To list each in this overview of the science of sociology would only confuse the reader. It would be helpful to name several of the more general concepts upon which sociology is founded. Each of these may be broken down into important sub-concepts. Bertrand (31, pp. 27-36), in his course Sociology 101, offered the following:

Social Organization - the vast, complex network of patterned human behavior which exists within each society.

Social Systems - two or more people in interaction directed toward attaining a goal and guided by a pattern of structured and shared symbols and expectations.

Social Interaction - is action and reaction among people.

Social Institutions - unifunctional structures which include all the total behavior in a society designed to satisfy a felt need.

Social Forces - factors in social control and

development; influences upon culture, in proper balance, the nucleus of total social stability.

Social Change - whatever may happen in the course of time to the roles, the institutions, or the orders comprising a social structure: their emergence, growth, and decline.

Sociology studies leadership or the qualities of leadership rather than the individual leader, the total scope of leadership rather than unique factors.

Sociology contributes to recreation important facts and beliefs which shed light upon human beings and human behavior. Understanding of the concepts which consider the whole man is fundamental for recreation. Human nature, body and mind, as an integrated whole is the central theme from which sociologist and recreationist formulate their processes for effective manipulation of individuals and their groups.

Political Science

Political Science is the study of government and politics, of human institutions and behavior concerned with the process of authoritative control of human societies. Political science refers both to a systematic body of knowledge and also to a process for expanding on it. Political scientists are interested in all kinds of government: past, present and future; local, county, state, regional, national, and international.

Many political scientists specialize in the practical aspects of public administration. They deal with budgets, personnel, legislative planning, and crime prevention. Still others are engaged in public law, public-opinion polling, studying the history of political thought and political institutions, and the problems of particular geographical areas.

Political science is the study of the changing, present society. There are a number of areas of specialization in political science, as can be surmised from the variety of interests mentioned above. Several of them hold valuable concepts for the discipline of recreation, both in content and process functions (Figure 5).

These fields are:

Political Theory and Philosophy: The historical development of the national state; the justification for and limits of governmental power; and the relation of the state to other social groups and to individuals.

Political Dynamics: The nature and methods of political parties and pressure groups; public opinion surveys; propaganda analysis and the study of the various channels of public communication: radio, television, newspapers, and direct mail.

Constitutional and Administrative Law: The fundamental powers of governments and the rights of citizens, as established by written constitutions, with laws passed in

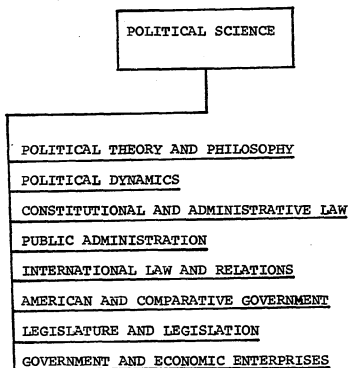


FIGURE 5

A CONCEPTUAL FRAMEWORK FOR POLITICAL SCIENCE

accordance with constitutional powers; and the administrative powers of government agencies and commissions to which regulatory powers have been delegated.

Public Administration: The conduct of the functions of government, the execution of public policies and public law, and the formulation and preparation of policies and programs for consideration and determination by the political officers of the government and--especially--by the legislative body.

International Law and Relations: The complex rules and methods which nations have developed for dealing with each other: international law, diplomacy and agreements, and international organizations, conferences, and meetings.

American and Comparative Government: The study of the origin and development of the American political system, the provisions and purposes of the Constitution, the structure and functions of government at every level, the structure and operations of foreign governments, and a comparison of the similarities and differences of various forms of government.

Legislature and Legislation: The structure and operations of lawmaking bodies and analysis of laws proposed or enacted.

Government and Economic Enterprises: The study of government regulations and policies relating to public utilities, labor, agriculture, and general business

activities; the effects of taxation on business and other economic activities; and the whole field of government planning and control.

Recreation is organized in community institutions in many instances, and therefore an understanding of concepts which explain government functions becomes important to the discipline. The field of Public Administration is the most closely allied with recreation. As a process area, it contributes to organizational methodology and policy practices. Study, information, and understanding of the complexities of modern government and politics are necessary in recreational pursuits. Government is expanding as our population expands, and added services are being required by the citizens. As the very young and the old increase in relation to the total population, more education and welfare service will be required. As our cities spread out and urban life seems to cover more and more of the open country, problems are created involving traffic, public lands, water, sewage, and recreation facilities. There is a demand for more comprehensive planning for future needs. These developments will call for increased understanding of the concepts of the fields of political science as they affect recreation.

THE BEHAVIORAL SCIENCES

Psychology

Psychology is a science, a behavioral or natural science, that bridges the gap between social and behavioral

disciplines. It is the science of human behavior, the experiences and activities of human beings. Psychology deals with all phases of the psychological process. Psychology can be defined as the study of this lifelong process, as a search for the laws and regularities that appear in the individual's interaction with the world about him. The methodology of psychology is to work behavioristically, constructing a theory of mind that is based on the objective facts of behavior. It is the management of other human beings and of ourselves in world, national, state and local settings. Psychology is the study of patterns of behavior shown by the whole person, adjusting to his environment over appreciable periods of time.

There are three divisions within psychology: applied, theoretical, and experimental (Figure 6). The discipline of recreation draws most of its psychological concepts from applied psychology which includes areas of individual, social, child, abnormal, educational, clinical, vocational, and animal. The two most valuable for understanding relationships between an individual and his environment are individual psychology and social psychology.

Individual psychology concentrates on one human being as the basic unit. Psychology as a science is concerned primarily with general processes--with the understanding of the processes whereby living organisms interact with their

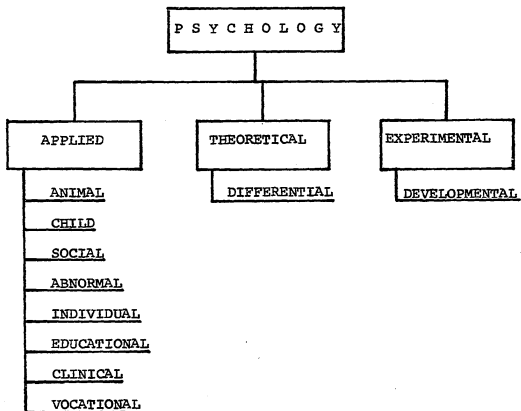


FIGURE 6

A CONCEPTUAL FRAMEWORK FOR PSYCHOLOGY

environment; the processes involved in the complex transformation of a helpless, largely formless infant into a mature and functioning adult, and the processes whereby the adult, a product of his psychological history, lives from one day to another. Psychology considers every person as an individual, a person who must be studied as a whole. The contributions from individual psychology for recreation include concepts which deal with behavior, motivation, emotion, learning, memory, intelligence, personality and adaptive behavior. From individual psychology comes a gradually clearer picture of the nature of the human personality and its development. Individual growth is explored through periods of childhood, youth, and adulthood, as needs vary as growth processes interact with the environment. Recreation can learn the means by which the discipline can help the individual to satisfy his behavioral needs. Other concepts from individual psychology that are valuable to the recreation field include: human nature, individual differences, the self-concept, role fulfillment, and the dynamics of psychiatry. Psychology has identified a number of important mechanisms and processes involved in the growth and defense of the self. These aid the recreationist in dealing with his fellow man.

Social psychology is the study of relationships between an individual personality and his social environment. It deals with living creatures as they affect and are

affected by their fellows. Social psychologists treat many of the problems of the economist, political scientist, anthropologist, sociologist, and recreationist. The social environment mentioned above includes both the other people man encounters, singly or in groups, and social institutions such as government, community, school and church.

Social psychology is the psychological study of three classes of social phenomena: (1) behavior of the individual in the social field, (2) behavior of dynamics of social groups, and (3) behavior within social institutions or social organizations. The major concepts of perception, motivation, and productivity which are applicable to individual and social psychology are applied in the nature and study of groups. Group interaction concepts are studied by the social psychologist. They include the communication and decision-making processes. There are numerous subconcepts which social psychology has researched in group process and group dynamics which are valuable to recreation.

A final important area of concepts which should be mentioned are those which deal with leadership. Leadership is an art. Leadership is a process of stimulating and aiding groups to determine or to accept common goals and to carry out effectively the measures leading to the attainment of these goals. Concepts regarding leadership could become a book in itself. The social psychologists have studied this area extensively and the recreation field can take serious

heed to their findings. Leadership is by far the most important single factor in the success of recreation. It is necessary wherever men come together in groups to achieve common goals. Leadership is found in all kinds of groups from the simplest to the most complex. The theories of leadership, the techniques, types, and principles, must be understood from a conceptual viewpoint, not just from application.

Psychology deals with human behavior. Psychology is the study of processes of learning, emotions, and perceptions that are involved in organizing behavior. We can not draw a sharp line between psychology and our next area of science, physiology. Physiology is mostly concerned with the functioning of the different parts of the body and the segments of behavior that these parts exhibit, while psychology is concerned with the functioning of the whole organism, and the way in which the segments of behavior are coordinated to form complex actions and sequences of action.

Physiology

Physiology is the science of the functions of the body. It is the study of activities characteristic of living organisms. This branch of the biological sciences is closely connected with other branches of science. Physiology is concerned with the problem of the function of organisms. It attempts to describe the actions of various organs and tissues

in terms of known chemical and physical forces. There is also an effort to relate the phenomena in terms of cause and effect.

When the human organism is studied physiologically, the social sciences bear considerable significance in any total investigation of a problem. There are seven main fields of study within the science of physiology (Figure 7). These include:

(1) General Physiology, the study of the vital phenomena common to living things.

(2) Mammalian (Human) Physiology, the study of man and his domesticated animals.

(3) Plant Physiology, the study of plant life and its environment.

(4) Applied (Clinical) Physiology, an overlapping study between mammalian physiology and medicine.

(5) Comparative Physiology, the study of differences and similarities in the physiological processes of different species.

(6) Neurophysiology, a new field of study combining physiology and psychology.

(7) Oecological Physiology, the study of the environment and its influence on the organism.

The primary object of the general physiologist is to interpret and explain vital phenomena. The general physiologist attempts to give a complete description of living

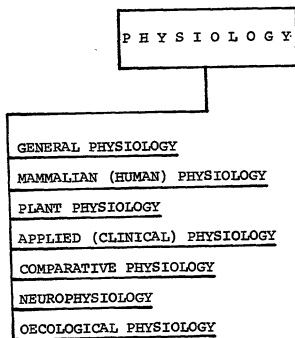


FIGURE 7
A CONCEPTUAL FRAMEWORK FOR PHYSIOLOGY

substance in terms of its physical and chemical properties. He attempts to show exactly what physical and chemical changes occur during vital activity. These mechanics of living organisms are of importance to the recreationist. The cause and effect of the actions of those who might recreate are vital to predicting human behavior.

The value of physiology to the human race is that it helps find the right way to solve problems regarding good health. A knowledge of the way the body works can help the individual to stay healthy and aid in curing illness when it appears.

The other branches of physiology specialize in specific areas which hold concepts that support those concepts which deal with man. The one single branch which contributes the major concepts needed by the recreation field in daily application is human or mammalian physiology. Recreation involves people--people of all ages, and in all stages of physical and emotional development. Physical activity is conducive to optimum physical growth. Those in recreation need a general understanding of human physiology and of the muscular system in particular in order to appreciate certain by-products of recreational activity.

Concepts which should be explored within the specialized area of human physiology for application to recreation include metabolism, regulation of physiological functions, receptors, reflex, circulation, respiration, absorption,

muscles and nerves, reproduction and endocrine glands.

The most important single concept in the entire field of physiology is the constancy of the internal environment. This constancy is called homeostasis. The dynamic processes of this constancy of the internal environment in the face of an ever-changing external environment is basic to understanding human beings in states of activity. There must always be a balanced relationship between internal and external environments. Rignano (16, p. 6) in regard to this basic concept has stated:

Every organism is a physiological system in a stationary condition and tends to preserve this condition or to restore it as soon as it is disturbed by any variation occurring within or outside the organism. This property constitutes the foundation and essence of all 'need,' of all 'desires,' of all the most important appetites. All movements of approach or withdrawal, of attack or flight, of seizing or rejecting which animals make are only so many direct or indirect consequences of this very general tendency of every stationary physiological condition to remain constant.

Recreation by its definition involves activity of some type. The physical and psychological theories provide answers to some of the actions of people as they attempt to satisfy their individual needs through recreation. Recreation can relieve tension; it provides a change of pace. Activity, mental and physical, tends to provide a balancing function for healthier living. There is a time to work and a time to play, a time to move and a time to rest. Recreation may make its greatest contribution not necessarily in human development, but rather in human adjustment.

Physiological concepts give support to this thesis. Thomas Woody (21, pp. vii, 9) has implied the role which recreation can play when he states:

Physical exercise is necessary to the growth, the health and the happiness of man, mental as well as physical. For man is a unity. His "mind" may be isolated for the purpose of study and discussion, but not in actual life. . . . When all labor is done by machines, as it may sometime be, man will still need healthy muscles and vital organs as a condition of healthy life. Such a sturdy system, if not developed by the normal labor of the day, must be gained through various substitute forms of exercise.

This substitute form mentioned by Woody includes many of today's recreational pursuits. Recreation can stimulate, rejuvenate and invigorate the whole man, causing his system to function more efficiently. Physiology as a science contributes concepts that explain how recreation can make valuable contributions to making healthier human beings by bringing balance to the whole person through recreational activities.

Education

Education is an art and a technology which employs the primary concepts of other bodies of subject matter. Education is a psychological and social process involving many and varied experiences by means of which behavior is modified or strengthened. Education may be regarded as a product--a product of experience--and it is a continuous thing. The educational process goes on during every waking moment of a person's life, from birth to death. Education

is not confined to the schools. There are two areas, or settings, where education takes place, formal and informal (Figure 8). John Dewey (3, pp. 89-90) has defined education as a process:

. . . education is a constant reorganizing or reconstructing of experience. It has all the time an immediate end, and so far as activity is educative, it reaches that end--the direct transformation of the quality of experience. Infancy, youth, adult life,--all stand on the same educative level in the sense that what is really learned at any and every stage of experience constitutes the value of that experience, and in the sense that it is the chief business of life at every point to make living thus contribute to an enrichment of its own perceptible meaning.

We thus reach a technical definition of education. It is that reconstruction or reorganization of experience which adds to the meaning of experience, and which increases ability to direct the course of subsequent experience.

Education includes all the ways in which one person deliberately tries to influence the behavior of another person. Behavior may include knowledge, skills, habits, values, and attitudes. Formal education includes organized instruction by institutions and agencies both public and private. Informal education involves learning from people whose primary purpose is other than organized instruction. This may include the family, church, recreational, and/or other social groups, as well as mass media. Through these many channels of communication, people learn the customs, knowledge, beliefs, and ideals of the group in which they live.

There are three philosophical systems of thought in American education: These are idealism, realism and

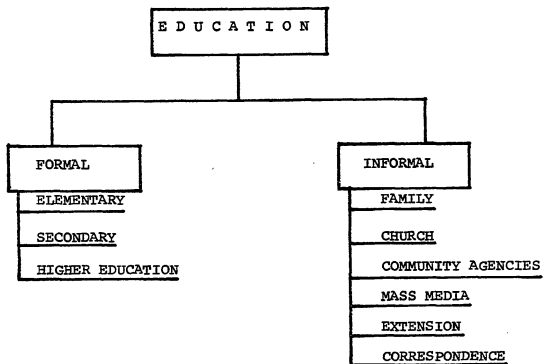


FIGURE 8
A CONCEPTUAL FRAMEWORK FOR EDUCATION

existentialism. Each has its leaders and followers, and has a direct influence on the educational objectives of a particular educational system. There are also some traditional educational theories which have developed in the United States. The two major points of view are called progressive and conservative. The progressive educators insist that art, music, citizenship, home arts, and vocational training are important parts of education. Such school programs are flexible so as to make maximum use of the varying abilities of all children. This is more in line with liberal educational concepts.

Conservative educators or essentialists see the purpose of education as the transmission of organized knowledge, the elements of the cultural heritage, to be systematically approached. According to the conservative educator, course work is designed to develop disciplined minds. The basic "3R's" suffice, with no frills such as art and music.

The field of recreation would lean towards a progressive educational theory where the whole unified individual is considered in any educational objective. Objectives are statements of purposes. There are two basic approach viewpoints to the objectives and functions of education. One is psychological statements of objectives which are made in terms of the types of growth of the individual learner--his physical, intellectual, and social habits, skills, ideals, attitudes, and understandings. The other approach

is sociological; the attempt is made to discover the educational needs of the individual for fitting into and assisting in the operation and in the evolution of the society as he will find it.

In the sociological statements of aims of education, objectives are commonly stated in broad terms and areas of living, such as citizenship, home living, good use of leisure, mental and physical health, and vocational efficiency.

Educational objectives in American schools include:

- (1) acquisition of knowledge, (2) intellectual discipline,
- (3) education for citizenship, (4) individual development,
- (5) vocational training, and (6) character education.

The objectives of education formulated by The Educational Policies Commission of the National Education Association (23, pp. 50-123) are:

The Objective of Self-Realization

The Objective of Human Relationships

The Objective of Economic Efficiency

The Objective of Civic Responsibility

Ralph W. Tyler (25, pp. 3-81), in his syllabus, Basic Principles of Curriculum and Instruction, has identified four fundamental questions which must be considered in curriculum or program development. These principles are actually concepts by which recreation informally or education formally may prepare for learning to take place. These principles are:

1. What educational purposes should the school seek to attain?
 - a. How are objectives obtained?
2. What educational experiences can be provided that are likely to attain these purposes?
 - a. Learning experiences useful in attaining objectives.
3. How can these educational experiences be effectively organized?
 - a. Organization of learning experiences.
4. How can we determine whether these purposes are being attained?
 - a. Evaluation of learning experiences.

Our educational philosophy today is child-centered and society-centered. Focus is on the learner and the culture and society in which he lives. Education is viewed as operating at three levels in the formal setting; these are elementary, secondary and higher education. There are various subject-matter areas within these levels which go to make up the curriculum content. The curriculum is designed according to the influence of the educational philosophy of the system and the traditional educational theories which it adopts.

The aims of the school reflect the aims of society. The school tries to turn out a product which fits the standards of its time and place. The problem of today's educators is that of building a new general education in a culture which is specializing at every turn. According to the Harvard Committee's Report: "Today's general education must be capable at once of taking on many different forms and yet of representing in all its forms the common knowledge

and common values on which a free society depends" (24, p. 58).

Education is not confined to the schools. The concern for education is a responsibility of all the institutions which make up the society. The American philosophy of education is a faith that education is necessary for the realization of the potentialities of the individual and for the stability and the progress of society. Recreation is one of the institutions which shares a major responsibility for the education of all human beings in our society during their lifetime. The relationship of recreation and education is an extremely close one. Only the motivation is different. Students may be compelled by law to attend school; no such compulsion exists in the recreation setting.

Concepts in the field of education therefore become concepts in recreation. The foundations upon which education base its methodology are taken from the behavioral and physical sciences, and they also apply to recreation. Since education is described as both an art and a process, there is much similarity in the performance of education tasks in a recreational setting. The principles of learning and the theories regarding the learning-teaching process are interchangeable between education and recreation. Concepts of individual differences, motivation, and perception are valuable to the methodology of both fields. The theories of learning, the diffusion process, the formal and informal

approaches to education, and the teaching methods, hold significance for the educational and recreational practitioner.

Education educates for leisure during the formal classroom program, and recreation educates for leisure in the informal out-of-the classroom setting. Modern educators are in general agreement that the function of American education is to help build a society where the good life is within reach of all. The Educational Policies Commission (22, p. 6) in its publication entitled, The Central Purposes of American Education, makes the following statement:

The worthy use of leisure is related to the individual's knowledge, understanding, and capacity to choose, from among all the activities to which his time can be devoted, those which contribute to the achievement of his purposes and to the satisfaction of his needs. On these bases, the individual can become aware of the external pressures, which compete for his attention, moderate the influence of these pressures, and make wise choices for himself. His recreation, ranging from hobbies to sports to intellectual activity pursued for its own sake, can conform to his own concepts of constructive use of time.

The Commission on the Reorganization of Secondary Education (26, pp. 140-41) produced seven basic Cardinal Principles of Education, namely:

- (1) Health.
- (2) Command of fundamental processes.
- (3) Worthy home membership.
- (4) Vocation.
- (5) Civic education.
- (6) Worthy use of leisure time.
- (7) Ethical character.

Recreation and education are inseparable. There is carry-over value in all types of curriculum subject matter areas which can be adapted to leisure time use. The sciences provide background for continued usage in hobbies and special interests, of knowledge gained in the classroom. The communications offer appreciation of literature in the forms of reading and writing which can be carried over for social interaction after formal education stops. The arts are rich in opportunities for the exploration of creativity which can be translated into life-long interests and satisfactions. Physical education provides unlimited opportunities for participation in leisure-related pursuits. Social studies provide experiences in solving personal needs and for developing group awareness. Good citizenship, a sense of understanding for natural and human resources, and community service are basic for after-school living.

These examples tend to summarize the close association between education and recreation and point out the parallel concepts which prevail within these two institutions in our society.

Social Work

Social work is the art of bringing various resources to bear on individual, group, and community needs by the application of a scientific method of helping people to help themselves. Social work seeks to be scientific, but it

depends to a great degree on the development of exact knowledge among the various social sciences. While social work is scientifically oriented in terms of knowledge and methods it uses, it also involves certain elements of skill which make it akin to an applied or practical art. As a "subject," social work is scientific; as a "practice," it is an art. Social work represents a phase of social welfare which is concerned with all the interests and activities of a society to the extent it can develop conditions, and provide services promoting and assuring the well-being of all its people. Social work is divided into three main areas of practice: social casework, social group work, and community organization (Figure 9).

Social casework deals with single individuals or family units. This area is concerned both with the individual and his adjustment to life and with general social welfare. It is concerned with those persons who have been unable to achieve a fairly normal adjustment to life and who need some outside support. Implicit in social casework is the moral conviction that individuals are important, that they are entitled, simply because they are human beings, to respect and to aid when it is needed. The specific practice of social casework may be with a tax-supported public welfare service or in a privately supported voluntary social agency. Some of the settings where social casework can be observed are: hospitals, clinics, courts, industry, military

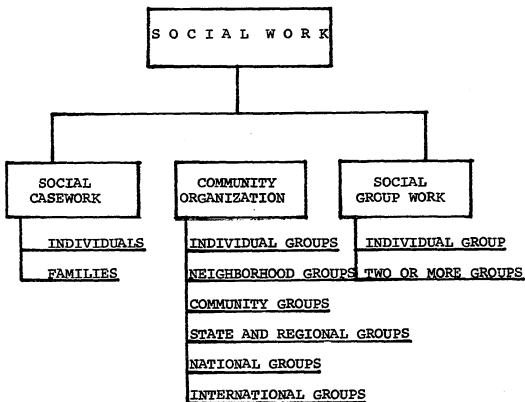


FIGURE 9

A CONCEPTUAL FRAMEWORK FOR SOCIAL WORK

organizations, family welfare agencies both governmental and voluntary, the American Red Cross, traveler's aid societies, immigrant agencies, child welfare agencies, institutions for the aged and for criminals and delinquents or for dependent and handicapped children, foster home agencies, and other areas where adjustments to life for an individual or his family seem a concern.

The second area of social work is called social group work. This branch helps individuals in their relations to certain groups. It embraces educational and recreational activities conducted in leisure time with the assistance of a leader; its effects relate to group behavior and even to the broader community and its values. Group work is based on the fact that all human beings have basic, common needs, including some which can be satisfied through group association. It is responsible for the constructive use made by individuals of group experience, but it is also employed extensively to help people to develop more socially acceptable and socially desirable values and abandon socially unacceptable behavior.

The nature of the agency engaged in group work generally determines the type of program and the methods to be used for the achievement of its aims. The settlement houses, Y.M.C.A.s, Boy Scouts, churches, public housing, adult education, hospitals, and child-care institutions are examples of those agencies which are engaged in social group work. The

primary benefits from group work are derived from the interaction of the group members themselves. The group leader's job is to give direction to group activities and aspirations. Basic to the methodology of social group work is the individual approach. The individual is not lost in the group membership. His satisfactions for basic needs remain the most important factor for group participation.

There are a great number of professional relationships between the social group worker and the recreation worker. They are working with the same groups in many instances, using the same means of attaining goals for the group, and more than not selecting the same activities to accomplish their purposes. Arts and crafts, dramatics, music, dancing, sports, and nature study are standard activities in a settlement house as well as the community recreation center. A number of public supported welfare agencies employ recreation professionals as members of their staff. Private agencies such as the Y.M.C.A., also employ recreation-trained personnel to carry out the goals of that agency. These agencies, when they are manned by professionally trained social group workers or professionally trained recreation workers, offer not only the place where people can get together and the materials and activities that people can get involved in, but also the leadership that keeps the idea that group activity is for the development of better group relationships.

The third area of practice in social work is community organization. Community organization, as a basic process of social work, concentrates not so much on the individual and his need or the group and its group needs as upon the larger and more inclusive welfare problems of the whole community. The focus of community welfare organization is on the activities of groups of people. It begins when a relationship is established between two or more groups to effect community welfare. In many communities there is a need not only to co-ordinate the activities of the many social work agencies, but also a need to organize them into an intergroup organization with common objectives for achieving success over community welfare problems. Some of the organizational structures of community organization social work are: (1) individual agencies such as fun-raising units, the American Red Cross; (2) neighborhood councils as in the case of recreation councils formed because of interest in recreation planning; (3) community-wide welfare councils as a co-ordinating unit, composed of the various neighborhood councils and individual agencies with common goals; (4) state and regional councils, organized for expressing local and state needs to higher governmental agencies; (5) national organizations to co-ordinate social welfare activities on the national level; and (6) international councils such as the United Nations.

In each of the above six types of community organization, a recreation function could be the reason for its

existence.

The community organizer gives guidance towards achieving common objectives. He may act as a catalyst in stimulating and encouraging community action. His enthusiasm sets the pace for those he is leading. He practices the art of democratic leadership.

The community organizer may very well be the local community recreation director. The principles and practices of leadership would be the same. The art of social work, the processes of leadership for individuals and groups would be identical, except for their settings. Recreation personnel work in all areas of our society, not just in those which need welfare services. The training would be similar, and concepts parallel.

Social work possesses its own distinctive body of knowledge, the general concepts which can contribute to recreation field methodology are mentioned here.

An Understanding of Individual and Collective Behavior: Social work rests on the knowledge of human behavior, deals with the total individual.

Development of Understanding: The social worker uses his understanding of human behavior selectively. The knowledge which the worker conveys is determined by the maturity of the persons involved, and be at the same level as the individual, group or community.

Reliance on the Initiative of the Individual: The

persons concerned should take the initiative in meeting their needs, encourage self-direction and self-determination.

Judicious Employment of Resources: The social worker should know the resources of the community.

Quality of the Personal Relationship: Social work rests ultimately on the quality of the personal relationship between the worker and the client, and takes into account the fact of difference in individuals, groups, or communities (19, pp. 18-22).

Social work is not a branch of any of the sciences. Social work draws its insight and skills from many fields of knowledge. Social work differs from the various social sciences in that it is a profession. This same fact holds true for recreation. The word "profession" connotes skill or artistry. Recreation and social work have a definite function in society. They use knowledge to meet human needs; in this sense they might be considered applied sciences. Knowledge, understanding, and skill are parts of the recreation and social worker's background. Social work as a profession is a process area, and in this regard contributes concepts to the profession of recreation.

Management

Management is a social science that establishes an environment for effective and efficient performance of individuals operating in groups. Management is a process and an art which effectively coordinates human resources for the

attainment of whatever goals have been set. In the science of management, there is no basic distinction made among managers, executives, administrators, or supervisors. Management is essentially the same process in all forms of enterprise. Managing is defined as the design or creation and maintenance of an internal environment in an enterprise where individuals, working together in groups, can perform efficiently and effectively toward the attainment of group goals. Essentially, managing is the art of doing and management is the body of organized knowledge which underlies the art. The president of a university is a manager; His Holiness the Pope also manages. The environment of each may differ, the scope of authority held may vary, the types of problems dealt with may be considerably different, but the fact remains that they both act as managers. Both men must plan the results to be obtained and lay out the means, organize accordingly, staff their organization by choosing and developing adequate subordinates, direct them in the accomplishment of work, and control through evaluation and analysis. Thus, the process itself is a system, a complex of interrelated and interacting elements and activities. The recreation worker at whatever level of leadership responsibility is in the same realm of managership as the two examples. This applies to volunteer community leaders as well as professional staff.

Management draws upon the physical, biological, and

social sciences for its methodology. The tools of management include principles from mathematics, operational research, accounting, economic theory, sociometry, and psychometrics.

There are various approaches or schools of thought, regarding the science of management. These approaches according to Kistler (32, pp. 24-25) are:

(1) The Operational (management process) - analyses management in terms of what managers actually do. This school analyses the management process, establishes a conceptual framework for it, identifies its principles, and builds a theory of management from them.

(2) The Empirical (case process) - analyses management by a study of experience, sometimes with intent to draw generalizations, but usually merely as a means of transferring experience to the student. Study of series of successes and failures made by others, to arrive at a solution.

(3) Human Behavior - involves management getting things done with and through people. Its study should be centered on interpersonal relationships, using individual and social psychology.

(4) Social System - studies management as a social system, which is a system of cultural interrelationships, relying on basic sociology concepts.

(5) Decision Theory - concentrates on the rational decision--the selection, from among possible alternatives, of a course of action. Decision theorists may deal with the

decision itself, with the persons or organized group making the decision, or with an analysis of the decision processes.

(6) Mathematical - centers on a system of mathematical models and processes. If management, organization, planning, or decision making is a logical process, it can be expressed in mathematical symbols and relationships.

The functions of a manager are each exercises in coordination. Five management functions make up the conceptual framework of management. The processes of how each function is accomplished provides the basis for the field of management as it might apply to any institution in which people are working together in groups to perform effectively and efficiently toward the attainment of group goals. These five concepts or functions are planning, organizing, staffing, directing, and controlling (Figure 10).

Planning involves selecting the objectives and policies, programs, and procedures for achieving them.

Organizing involves the establishment of an intentional structure of roles through determination and enumeration of the activities required to achieve the goals of the enterprise and each part of it, the grouping of these activities, the assignment of such groups of activities to a manager, the delegation of authority to carry them out, and provision for coordination of authority relationships horizontally and vertically in the organization structure.

Staffing involves manning, and keeping manned, the



FIGURE 10
A CONCEPTUAL FRAMEWORK FOR MANAGEMENT

positions provided for by the organization structure.

Directing involves guiding and supervising subordinates.

Controlling seeks to compel events to conform to plans (10, pp. 47-50).

The management of recreational services is concerned with those relationships and processes that make possible the most efficient operation in accomplishing organizational objectives. Although certainly all recreation is not organized, concepts of management are valuable to even the small unorganized family activity. When two or more people are involved in the attainment of a goal, coordination is necessary. It is important that energies are directed toward ends that can be accomplished with a minimum of effort and maximum of efficiency.

Management is skill--skill in working with human beings to bring out their best. Managing is essential in all organized cooperation, as well as at all levels of organization in an enterprise. The home, as one of the smallest enterprises, to the Office of the President, as one of the most complex managerial roles in our society, must be organized cooperatively to accomplish the tasks before it.

Recreation is concerned with human beings and the principles, theories and processes of directing their behavior and motivations toward the objectives and goals they

have set. The human relations element is an important aspect of recreation. Management provides a system for accomplishment of recreational goals for individuals and their groups.

Summary

Recreation is a young profession. It has yet to achieve recognition by society as an important contributor to it. There still remains confusion as to what recreation really means. Recreation is an attitude; it is also a form of activity. Recreation is an end in itself, and as such needs no justification beyond satisfying those who recreate. Leisure and recreation are not synonymous. Leisure is time; recreation is an experience.

Recreation is an area of social service, and it can be considered one of the institutions which make up our society. As an institution, it can make significant contributions to the well-being of the individual and society at large. Recreation can be structured or unstructured, passive or active, simple or complicated, deeply creative or superficial and dull, but it usually denotes wholesome fun and brings a level of personal pleasure to the participant.

The welfare and happiness of people depend in large measure upon the degree to which basic human needs are satisfied. Man's behavior is motivated by his needs. The extent to which his needs--biological and psychological--are met is,

in a very large sense, a measure of his happiness and personal fulfillment; the extent to which they are unmet is a measure of his frustrations and his failure to succeed in society.

The concepts which provide a foundation for the needs of man cross all the sciences--physical, biological, and social. It must be understood by those who recreate, and by those who assume roles of leadership in recreation, that there is a how and why to recreation, and it helps to satisfy basic human needs. The major disciplines which contribute the answers to the how and why have been briefly discussed in this chapter. The purpose of this overview was to point out that recreation as an attitude or as a means of an end is interdisciplinary in nature, and draws upon content and process areas of all the sciences for its methodology.

The recreation movement is not a solution for the social issues of our times. Recreation contributes to that solution by helping individuals in our society to re-discover social consciousness and to define our goals in terms of human welfare rather than personal gain. Our ends are not necessarily activity. That is the means. Our ends will be the development of human potential in all its richness and variation.

Recreation finds its goals on two levels--the level of the individual and the level of society. Physical well-being, mental and emotional health, intellectual and

character development, and social adjustment, are examples of personal values which can be derived from recreation. Society seeks social, moral, and ethical values that will preserve and strengthen democracy. Recreation can offer activities that will contribute to the accomplishment of these objectives.

Finally, recreation brings meaning, understanding, and enjoyment to life and provides man with a sense of direction and a philosophy for spending his leisure time. Americans are moving into an age of leisure with all of its freedom, opportunities, and demands. America has mastered the art of saving time; through education for leisure, America must now be concerned with the art of using leisure time. Recreation as an attitude toward life provides the climate for the growth of man for greater enjoyment for himself and an enriched life in his society.

THE CONCEPTS OF THE PROFESSION OF RECREATION

Introduction

The preceding section of this chapter was an attempt to form a conceptual framework for the profession of recreation. Nine disciplines were discussed as major components in the total structure of the profession.

It now seems appropriate to take these nine disciplines and divide them wherever possible into the two major conceptual areas--content and process. The content areas,

as noted earlier, are concerned with the behavior characteristics of the audience the recreationist will work with. Those concepts and skills necessary for understanding and communication between the recreation leadership and the recreation participant, are the concepts which tell why people act in particular ways in their leisure time.

The process areas are concerned with the method and the manner in which the leadership can be most effective, for maximum operational success of the recreationist's objective. Process areas deal with how to get the job done and content areas deal with who makes up the recreation audience and what should be done for the benefit, recreationally, of this audience. There is an interrelationship between these two conceptual areas and in several of the disciplines this relationship is difficult to separate as to their individual contributions in content and process theory concerning recreation.

Content Area Contributions to the Profession of Recreation

Anthropology, as a social science, is an overlapping science with bridges spanning into the physical, biological, and social sciences. It also deals with the humanities. The contributions to the profession of recreation which seem most important are those which deal with theories of group behavior. The study of the culture of our society has its roots in anthropological research. The accepted concepts of

this social science help the professional recreator to understand and provide foundations concerning who his audience shall be and what is to be done for that audience in the recreational setting. Background for application of concepts and skills to be transmitted to the audience is gathered by the recreator through the study of anthropology. The need for such background and understanding is essential for today's society with its increased leisure, mobility, and economic advancement. Sensitivity to such cultural and social class problems are the contributions most valuable to recreation, from the science of anthropology.

Sociology is defined as the science of human groups. A social science, it is the study of man in his collective aspects, a study of groups of men engaged in more or less co-operative pursuit of certain major interests, primarily those of self-maintenance and self-perpetuation. Sociology is concerned with the kind of life human beings lead in association with each other, the forms and processes that this life manifests, and the problems to which it gives rise; it is the phenomena of inter-human behavior.

Recreation and leisure are important factors in the outcomes of inter-human behavior. Two fundamental concepts of sociology apply directly to recreation. The concept of culture refers to the customs of a people, and the concept of society refers to the people who are practicing the customs. From these two basic sociology viewpoints a large

number of important sub-concepts have their origin. Concepts concerning social institutions, social structure, and social forces are important content areas by which the recreation profession gleans understandings of its audience and what must be attempted to help that audience achieve its goals in human society. Additional sub-concepts include social organization, social systems, social interaction, and social change. Sociology studies leadership or the qualities of leadership rather than the individual leader, and the total scope of leadership rather than unique factors. Sociology contributes to recreation important facts and beliefs which shed light upon human beings and human behavior. Understanding of the concepts which consider the whole man is fundamental for recreation. Human nature, body and mind, as an integrated whole is the central theme from which sociologist and recreationist formulate their processes, for effective manipulation of individuals and their groups.

Political Science, the study of government and politics, refers both to a systematic body of knowledge and also a process for expanding on it. The content areas of political science will be noted at this point. Political scientists are interested in all kinds of government--past, present, and future, from local to international in scope. Recreation is organized in community institutions in many instances. Local government and political sub-divisions are the most common such institutions, but there are also

hospitals, industry, private agencies, and the churches which deal in recreational services. Operational functions become important, and political science concepts contribute effectively in this sense, to the profession of recreation. It offers knowledge in organizational methodology and policy practices. Government is expanding as our population expands, and added services are being required by citizens for their leisure hours.

Comprehensive planning for future needs is a relatively new responsibility for recreation professionals. The proven concepts of political science provide basic foundations for understanding this addition in recreational services.

Psychology is a behavioral science that bridges the gap between social and behavioral disciplines. It is the science of human behavior, the experiences and activities of human beings. It deals with the individual's interaction with the world about him. Recreation as a profession is called upon to provide leadership, to manage other human beings in recreational settings. Psychology is the study of patterns of behavior shown by the whole person, adjusting to his environment over appreciable periods of time. Psychology is broken down into three divisions of which applied psychology offers the content areas most necessary for understanding recreational audiences. Applied psychology concepts that are valuable for understanding relationships

between an individual and his environment include those of individual and social psychology. Individual psychology concentrates on one human being as the basic unit. Understanding of behavior, motivation, emotion, learning, intelligence, and personality are paramount within this unit of the total science of psychology. Individual psychology gives a gradually clearer picture of the nature of the human personality and its development. Individual growth is explored, through periods of childhood, youth, and adulthood, as needs vary as growth processes interact with the environment. Recreation can learn the means by which the profession can help the individual to satisfy his behavioral needs.

Social psychology is the study of relationships between an individual personality and his social environment. It deals with living creatures as they affect and are affected by their fellows. This social environment includes both the other people man encounters, singly or in groups, and social institutions such as government, community, school, and church. As can be noted from the earlier discussion of psychology in the first section of the chapter, there are a great number of important concepts pertinent to recreation. Interaction and communication, the decision-making processes, and group dynamics are but a few of the concepts which must be part of a foundation for understanding human behavior. Recreation has found that leadership is by far the most important single factor in the success of its programs of

working with society. Leadership, that process of stimulating and aiding groups of people, is necessary wherever men come together in groups to achieve common goals. Leadership must be understood in theory before it can be used as a method of attaining goals in recreational service.

Although we speak here of processes, it is the understanding of processes rather than application of processes that positions psychology in the content area of conceptualization. With this background, logical methods of leadership can be applied through procedures and techniques provided in the process methodology.

Physiology is the science of the functions of the body. It is the study of activities characteristic of living organisms. A branch of the biological sciences, it attempts to relate the actions of various organs in terms of known chemical and physical forces. Within the seven main fields of physiology, general and human physiology contribute directly to recreation foundations. The general physiologist attempts to give an answer to what physical and chemical changes occur during vital activity. These basic mechanics of living organisms are of importance to the recreationist. The cause and effect of the actions of those who might recreate are important in predicting human behavior and in decision-making for recreational activities.

Human physiology provides insight as to what people, people of all ages, in all stages of physical and emotional

development, might find beneficial in physical and mental recreation and leisure-time ventures. Those in recreation need this understanding of human physiology in order to appreciate the certain less noticeable but equally important by-products of recreational pursuits. Recreation can relieve tension; it provides a change of pace. Activity, mental and physical, tends to provide a balancing function for healthier living. Recreation may make its greatest contribution, not necessarily in human development, but rather in human adjustment. Physiology as a science holds concepts that explain how recreation can make valuable contributions to developing healthier human beings, by bringing balance to the whole person, through recreational activities.

Process Area Contributions to
the Profession of Recreation

Economics is the study of mankind in the ordinary business of life while earning and enjoying living. Economics is a science of efficiency--efficiency in the use of scarce resources. Economics as another of the social sciences is concerned with how men gain food, shelter, and necessary services; what they will cost; and how they are paid for.

Accepted economic concepts provide the recreation profession with methods, procedures, and techniques for dealing with scarce resources, both human and natural. It

offers guidance in satisfying the wants of people. Recreation is vitally affected, in providing leisure time program, with society and its economic affluence and its economic scarcities. There is competition for human and material resources in almost every type of recreational pursuit. This is a continuous thing in the eyes of the economist, and this economic concept must be accepted by those involved in recreation both as leader and participant. We may have to give up something of value in order to get some other thing of value. It may be an individual desire for a particular thing that must be sacrificed for the good of a group in a community. People give up leisure hours for extra periods of work so that they will have additional buying power.

Recreation is in a constant struggle to allocate human and material resources to benefit the individual and his society in leisure time.

Economics, in addition to the above concepts of methodology, provide insight into the decision-making processes--decisions regarding people, commodities, and services. Economics explains how and what courses of action will yield optimum output at the least expenditure of labor and capital. These processes contain valuable knowledge for recreation, which deals with services for people.

Political Science has several contributions to offer to recreation that fall into process areas as well as those content areas previously mentioned. Many political

scientists specialize in the practical aspects of public administration. They deal with budgets, personnel, legislative planning, public law and geographical problems of our changing, present society. The conduct of the functions of government are important with regard to procedures and techniques of dealing with the recreation audience. Aspects of planning, organizing, leading, teaching, and evaluating should be conceptualized by the recreationist so that he may best be able to work with his recreation and leisure society.

Education is an art and a technology. Education is a continuous psychological and social process involving many and varied experiences by means of which behavior is modified or strengthened. Education relies heavily on the behavioral sciences for understanding of the individual, which is the resource being dealt with. So it is with the recreation profession. Education has developed techniques, and borrowed others in providing learning experiences. This also follows for the recreation profession. Recreation, like education, is a process of development. Education is a continuous thing; recreation is that part of a person's time which we have defined as leisure time. Education as a continuous process is not confined to the formal classroom; it can be experienced in any conceivable setting. Again, this holds true for recreation. Earlier discussion listed a few settings: the family, the church, the social club, the outdoors, the hospital, the institution. Education and

recreation rely on all methods of communication and interaction between people.

The progressive educational theory, where the whole individual is considered, would be a major concept which the recreation professional would include in programming for his audience. Objectives are stated in terms of types of growth of the individual learner; his physical, intellectual, and social habits; skills; ideals; and attitudes and understandings. Objectives are also stated in terms of his sociological growth, and how individual needs fit into and aid in the operation and in the evaluation of his society. Such needs include citizenship, home living, use of leisure, mental and physical health and vocational efficiency. Recreation and education are both vitally concerned with processes and techniques for fulfilling these objectives. The relationship of recreation and education is an extremely close one. Only the motivation is different.

Concepts in the field of education therefore become concepts in recreation. The principles of learning, and the theories regarding the learning-teaching process, are interchangeable between education and recreation. Concepts of individual differences, motivation, and perception are necessary to the methodology of both fields. There is carry-over value in all types of curriculum subject matter and leisure programming. It is a two-way street, with avenues of communication which help members of a society to attain

their individual needs and goals. Recreation and education are almost inseparable; only the setting and approach to motivation may differ.

Social Work is the art of bringing various resources to bear on individual, group, and community needs by the application of a scientific method of helping people to help themselves. It involves processes and techniques to attain the above. Recreation in its varied settings must consider the concepts utilized by the social worker to provide methodology for attainment of specific recreational and leisure-time goals. Social work techniques are expressed as an art, the art of accomplishing certain objectives; therefore recreation can develop these practices for its own use.

Social group work is the area within the total social work science which is most helpful in providing concepts which build knowledge and understanding for the field of recreation. This branch helps individuals in their relationships with other groups. Group association is a key to serving the needs of human beings. The multitude of settings where social group work is performed is parallel to the settings where recreational programming is conducted. Basic to the methodology of social group work is the individual approach. The individual is not lost in the group membership. This concept is one of the most important in any recreation activity. Recreation and social workers find a great number of mutual professional relationships existing,

as they attempt to achieve goals of individual betterment with their respective audiences.

Community organization, another area of practice in social work, is so parallel in functions with recreation that it is hard to distinguish between the two in many instances. The art of democratic leadership is paramount, and that the community organizer may very well be the community recreation leader is not uncommon.

Recreation might work under a broader number of settings, but social work and recreation, as in education and recreation, work hand in hand in attainment of community and individual goals. Social work and recreation are both professions, and they have a definite function in society. The concepts borrowed from other sciences are the same in many instances. The processes of working with individuals in group settings are put to practice from social work and or recreation methodology.

Management is a social science that establishes an environment for effective and efficient performance of individuals operating in groups. Management is a process and an art which effectively coordinates human resources for the attainment of whatever goals have been set. Essentially, managing is the art of doing and also the body of organized knowledge which underlies the art. Recreation must have some process by which it can carry out its objectives. Management provides concepts for such methods needed in this

process. Management is planning of the results to be obtained, and the means by which attainment can be achieved, how it shall be organized, and how to direct and control the process. It is also efficient recreation leadership methodology. The process of management is a system, a means to a planned end result. It can be complex or simple in the number of interrelated and interacting elements and activities involved, but it is a process which must be considered for recreational services to be successful. It applies to all levels of leadership responsibility, recreational or otherwise. Management draws upon the physical, biological, and social sciences for its methodology. The tools of management include principles from mathematics, operational research, accounting, economic theory, sociology, and psychometrics. These concepts proven through usage in all levels of leadership are basic concepts for the recreation profession.

The management of recreational services is concerned with those relationships and processes that make possible the most efficient operation in accomplishing organizational objectives. When two or more people are involved in the attainment of a goal, coordination is necessary. This should be done with a minimum of effort and a maximum of efficiency. Recreation is concerned with human beings. The principles, theories and processes of directing their behavior and motivations, are important aspects of recreation

which at the same time must not lose sight of the human relations element in our society. Management provides a system for accomplishment of recreational goals for individuals and their groups.

Summary

The concepts which provide a foundation for the needs of man cross all the sciences--physical, biological and social. It must be understood by those who recreate, and by those who assume roles of leadership in recreation, that there is a how and why to recreation and it helps to satisfy basic human needs. The recreation movement is not a solution for the social issues of our times. Recreation contributes to that solution by helping individuals in our society to rediscover social consciousness and to define our goals in terms of human welfare rather than personal gain.

The content and process foundation areas have been discussed. Each person who recreates or leads in recreational activity must educate himself as to how and why recreation is a means as well as an end--activity the means, development of individual human potential the ends.

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Chapter 5

SUMMATION OF THE VALIDATION OF FINDINGS REGARDING THE DISCIPLINE OF RECREATION

INTRODUCTION

The jury of experts (Appendix C) was composed of twenty-six persons representing the fields of recreation, education, and extension. The jury included nine professional recreators and/or educators, nine extension recreation specialists, and eight municipal-orientated recreation administrators. This jury of experts was presented with an opinion poll-type questionnaire (Appendix D) designed to validate or repudiate the findings of the investigator, regarding the key concepts which provide the framework for the profession of recreation.

The summary of that opinion poll is presented here. It reflects the responses of twenty-two of the original twenty-six who were selected for the validation procedure. A complete summation of the twenty-two replies is presented in Table I, Appendix F. The purpose at this point is to summarize, by use of a mean rating, each statement that was presented for validation. The mean rating was obtained by use of a conversion scale which made it possible to arrive

at an arithmetic mean for each statement. A further comparison of the replies to the questionnaire was made by the separation of the three areas of recreational employment among the total jury membership. The first group represents those experts who are professional recreators and/or educators. The second group represents those who work in the field of extension recreation; and the third group consists of those jury members who represented municipal recreation administration.

BACKGROUND INFORMATION REGARDING THE JURY OF EXPERTS

Professional Recreators and/or Educators (Group I)

The experts who composed Group I--those who were classified professional recreators and/or educators--consisted of five persons who are presently involved in recreation education activities, and two who work full-time in recreational activities other than administration of municipal recreation agencies. Two educators from this original group of nine did not respond. Five of the members of this group earned the doctor of philosophy degree, and the remaining two had received the master's degree. The average age of the members of this group was fifty, with the oldest being sixty-seven, and the youngest being thirty-nine. The number of combined years of professional experience amounted to 186. The longest record of full-time professional experience was

forty-seven years. The shortest record totaled eighteen years. There were no two degrees earned from the same institution among the membership of Group I. Three of the doctorates indicated an emphasis in the field of recreation. All members of this group had a record of active participation in three or more professional organizations and all had done some writing and publishing in areas of recreation and outdoor recreation.

Extension Recreation Specialists (Group II)

The second group of experts included nine persons whose main field of involvement is extension work. One member of this group did not respond. Four of the experts included in this group hold doctor of philosophy degrees from different institutions. The remaining four all hold degrees earned at Indiana University--two with doctor of recreation degrees (90 hrs.), and two with director of recreation degrees (60 hrs.). Indiana University was one of the first universities to offer a distinct degree in recreation. The average age of the members of this group was forty-three, with the oldest being fifty-four and the youngest being thirty-three. The number of combined years of professional experience amounted to 146. The longest record of full-time professional experience was thirty years. The shortest record totaled ten years. Six of the doctorates indicated an emphasis in the field of recreation. All of

the members of Group II had a record of participation in several professional organizations in the area of recreation as well as extension work. Each had actively participated in conferences, forums, and workshops, and had written and published in the areas of recreation, extension, and related fields.

Municipal-Oriented Recreation
Administrators (Group III)

The remaining members of the twenty-six man jury of experts are included in the third group. These were professional administrators of municipal recreation departments and agencies. Eight persons were classified into this group, and seven responded. All of the members of Group III except one had earned the master's degree. There were no doctoral degrees in this group. The one undergraduate degree was held by the second oldest member of the group, who also had the second longest record of professional experience. The average age of persons in this group was fifty, with the oldest being sixty-four and the youngest being thirty-nine. The number of combined years of professional experience amounted to 154. The longest record of full-time professional experience was thirty-five years. The shortest record totaled fourteen years. Three of the master's degrees were earned at Columbia University's Teachers College. Two other master's degrees were awarded by New York University. Five of the advanced degrees indicated an emphasis in the field

of recreation administration. All of the members of this group had a record of association with five or more professional organizations, each having held some type of office in one or more of the organizations. Members of Group III have done some writing and publishing, including textbooks, manuals, and articles for professional journals and consumer publications.

A summary by comparison of the three groups, regarding average age, average years of experience, and average years of education, is shown by the following data:

	<u>Average Age</u>	<u>Average Years of Experience</u>	<u>Average Years of Education</u>
Group I	50	27	6
Group II	43	18	7
Group III	50	22	5

ANALYSIS OF THE OPINIONS OF THE JURY OF EXPERTS

The analysis of the opinions of the jury of experts is presented as a summary of the results of the mail opinion questionnaire (Appendix D) which was sent to each member of the jury previously discussed. The purpose of the opinion questionnaire was to validate or repudiate the findings of the investigator regarding the key concepts which provide the framework for the profession of recreation. In the analysis presented here, a mean rating of the twenty-two respondents is given for each postulate and related statement.

The mean rating was obtained by the use of the following conversion scale:

Rating Scale:

<u>Agree Very Strongly</u>	<u>Agree Strongly</u>	<u>Agree</u>	<u>Disagree</u>	<u>Disagree Strongly</u>	<u>Disagree Very Strongly</u>	<u>No Rating</u>
+3	+2	+1	-1	-2	-3	X

Conversion Scale for Mean Rating:

6	5	4	3	2	1	0
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A. Anthropology

There was a general agreement to the postulate and statements dealing with anthropology. A 4.5 mean rating was scored as the consensus of the jury. Group I had one rating out of the entire section which fell on the minus side, while Group II, the extension recreation specialists, had a total of six ratings on the negative side. Group III had two ratings which indicated any disagreement. All the minus ratings, a total of nine out of 106 ratings were in disagreement, but none indicated any stronger negative feelings. It is felt that ninety-five positive reactions would validate the postulate and the statements regarding anthropology. The data for this section of the opinion questionnaire using mean ratings are shown in these results.

	<u>I</u>	<u>II</u>	<u>III</u>	<u>JURY CONSENSUS</u>
1. Anthropology.....	4.7	4.1	4.4	4.4
a. understand cultural meanings....	4.6	4.1	4.3	4.4
b. nature of human personality.....	4.3	4.4	4.2	4.3
c. individual and the culture.....	4.7	5.0	4.9	4.9
d. class, status, discrimination...	4.4	4.4	4.6	4.4
<u>Total Consensus</u>	<u>4.5</u>	<u>4.4</u>	<u>4.5</u>	<u>4.5</u>

B. Sociology

The postulate and statements which were presented to the jury regarding sociology scored a consensus mean rating of 4.6. Group I had the over-all highest rating of 4.8, while Groups II and III each indicated a 4.5 mean rating. Four of the five responses from Group I scored strong agreement, and there were seven ratings from Groups II and III which had a 4.6 mean rating or higher in agreement with the statements. The widest margin of disagreement among the groups occurred in the last statement, which dealt with the study of the whole man in sociology. Group I recorded a strong agreement (5.0) and the other two groups indicated a slight disagreement with 3.7 and 3.8 mean ratings. The extension recreation specialist and the municipal-oriented recreation administrators normally have a well-rounded background in sociology, because of dealing with the public face to face, as substantiated by the background information. These two groups scored several strong disagreements. The consensus for the total jury regarding this question was 4.2. There were 110 ratings in this group with thirteen negative responses which would indicate that a valid opinion for the postulate and statements dealing with sociology was cast by the jury members. The mean ratings for the section on sociology is given here:

	<u>I</u>	<u>II</u>	<u>III</u>	<u>JURY CONSENSUS</u>
1. Sociology.....	5.0	4.9	4.7	4.9
a. kinds of life, the forms and processes.....	4.9	4.7	4.7	4.8
b. two concepts, culture and society.....	4.4	4.5	4.6	4.5
c. social institutions, structures, forces.....	5.1	4.9	4.6	4.9
d. study of the whole man.....	5.0	3.7	3.8	4.2
<u>Total Consensus</u>	<u>4.8</u>	<u>4.5</u>	<u>4.5</u>	<u>4.6</u>

C. Political Science

Political science received a consensus rating of 4.8 from the twenty-two experts. Group I, which consists of the professional recreators and educators scored a 4.9, with only three negative responses. A similar mean rating was indicated by Group II, with two minus scores. The third group provided the largest number of negative scores, with seven being rated in this manner. The members of Group III represent the recreation administrators, and with their years of practical experience and fewer years in the classroom, they may have had stronger convictions regarding government and politics, affecting their reactions. The ninety-eight positive responses from a total possibility of 110, would indicate validation by the jury of experts to the postulate and statements which deal with political science. The summary of mean ratings for this section is shown below:

	<u>I</u>	<u>II</u>	<u>III</u>	<u>JURY CONSENSUS</u>
1. Political Science.....	5.1	4.7	4.7	4.9
a. aspects of public administration	4.7	4.5	3.8	4.4
b. changing, present society.....	4.8	4.9	4.7	4.8
c. functions of government.....	5.7	5.5	4.9	5.4
d. society's future recreational needs.....	4.3	5.1	4.0	4.5
<u>Total Consensus</u>	<u>4.9</u>	<u>4.9</u>	<u>4.4</u>	<u>4.8</u>

D. Psychology

The jury of experts rated the postulate and statements regarding psychology with a mean rating of 5.0. Group III had the lowest rating with a 4.8. The other two groups each gave a mean rating of 5.1. There were only two responses recorded on the disagreement side of the scale, one each from Groups I and III, and both regarding the same statement. There were thirty-nine responses which agreed very strongly to the statements presented. The 122 positive reactions to the postulate and five statements dealing with psychology and the 5.0 mean rating, would indicate strong validation by the jury. The data shown in mean ratings for this section are presented here:

	<u>I</u>	<u>II</u>	<u>III</u>	<u>JURY CONSENSUS</u>
1. Psychology.....	5.3	5.2	4.7	5.1
a. concepts of human personality...	5.1	4.7	4.7	4.9
b. ego, self-concept, role fulfillment.....	5.2	5.1	4.7	5.0
c. applied psychology, deal with audience.....	4.3	4.4	4.6	4.4
d. social psychology, three classes	5.3	5.4	4.7	4.9
e. social phenomena and leadership.	5.6	5.6	5.6	5.6
<u>Total Consensus</u>	<u>5.1</u>	<u>5.1</u>	<u>4.8</u>	<u>5.0</u>

E. Physiology

One of the disciplines for which the jury of experts registered the greatest number of negative responses was physiology. It can be possibly explained by the fact that this area seems to be the most technical in its theory and approach concepts as to use in the field of recreation of any discipline explored. The over-all consensus rating by

the jury membership was a 4.5, which indicates general agreement. The highest rating was scored by Group I, the professionals and educators, and the lowest rating of 4.2 scored by the recreation administrators, who have the least number of formal years of professional education. Group II indicated a 4.5 acceptance of the statements. There were fifteen negative responses, the highest of any of the opinion areas surveyed, and ten no-response scores. Group II had indicated the largest number of negative opinions, with six minus scores.

Validation of the postulate and statements regarding the area of physiology is supported by the eighty-five positive scores and the 4.5 mean rating which was tallied by the twenty-two members of the jury of experts. The summary for this section of the opinion questionnaire using mean ratings is shown in these results:

	<u>I</u>	<u>II</u>	<u>III</u>	<u>JURY CONSENSUS</u>
1. Physiology.....	5.0	5.0	4.6	4.9
a. human organism, social sciences.	4.5	4.7	3.3	4.5
b. vital activity, cause and effect	4.0	3.7	4.6	4.1
c. concept of the internal environment.....	4.5	3.9	3.7	4.0
d. human development, human adjustment.....	5.1	5.0	4.6	4.9
<u>Total Consensus</u>	<u>4.6</u>	<u>4.5</u>	<u>4.2</u>	<u>4.5</u>

F. Economics

Economics was rated by the members of the jury at a 4.5. Group I, which scored a 4.9 mean rating, had only one negative response. One member of this group gave no response

to the entire section. The second group had an over-all score of 4.7 and there were four negative replies. Group III also had four negative responses and the lowest mean rating, a 4.5. The postulate and five statements which dealt with economics each scored a 4.5 or higher, and it can be concluded that a positive validation of this section is indicated with 114 scores in agreement, and only nine in disagreement. The mean ratings for economics are given here:

	<u>I</u>	<u>II</u>	<u>III</u>	<u>JURY CONSENSUS</u>
1. Economics.....	5.0	4.3	4.3	4.5
a. satisfying the wants of people..	4.6	4.7	4.3	4.5
b. economic affluence and scarcities.....	5.3	5.1	4.0	4.8
c. give up one thing to get another	5.0	4.2	4.8	4.6
d. allocate human and material resources.....	5.0	4.7	4.8	4.8
e. the decision-making processes...	4.7	5.0	4.8	4.8
<u>Total Consensus</u>	<u>4.9</u>	<u>4.7</u>	<u>4.5</u>	<u>4.7</u>

G. Education

Forty-six very strong agreements, the largest number of any of the opinion areas surveyed, were registered for education. A 5.0 mean rating, one of the two highest given, was scored as the consensus of the jury. There were only seven no-response scores, of which six were by one jury member in Group I who did not respond to any statements in this section. Groups I and II each had ratings of a 5.0, and Group II scored the highest with a mean rating of a 5.1.

The lowest single rating in this section was a 4.5. It appears from the response of 120 positive scores and only five negative scores that the jury validates the postulate and statements regarding education. The summary of the mean ratings for this section is shown below:

	<u>I</u>	<u>II</u>	<u>III</u>	<u>JURY CONSENSUS</u>
1. Education.....	4.8	5.5	5.1	5.2
a. the child as a whole organism...	5.2	4.7	4.8	4.9
b. a continuous process.....	5.5	5.5	5.4	5.5
c. the whole individual is con- sidered.....	4.8	5.3	4.7	4.9
d. recreation and education close..	5.2	4.7	5.0	4.9
e. carry-over, individual needs and goals.....	4.5	4.7	4.8	4.7
<u>Total Consensus</u>	<u>5.0</u>	<u>5.1</u>	<u>5.0</u>	<u>5.0</u>

H. Social Work

The opening postulate and five supporting statements which were presented to the jury of experts regarding social work received a consensus mean rating of 4.7. Group II, which consists of extension recreation specialists, had the highest amount of agreement, with a 4.9 rating. Groups III and I were close to the first group, with a 4.7 and 4.6 mean rating, respectively. There were eight scores on the negative side of the scale, four each in Groups I and III. The same member from Group I gave no-response to all areas of social work, and with this result a final total of eleven no-response scores was recorded. The 113 replies in agreement

with the findings regarding social work, at a 4.7 mean rating, would indicate that a positive validation was the conclusion to be drawn regarding social work concepts in the field of recreation. The data for social work mean ratings by the jury of experts are presented here:

	<u>I</u>	<u>II</u>	<u>III</u>	<u>JURY CONSENSUS</u>
1. Social Work.....	4.7	5.4	4.8	5.0
a. methodology for leisure time goals.....	4.3	4.7	4.3	4.5
b. individuals in relationship to others.....	4.3	5.0	4.6	4.7
c. community organizer, recreation leader.....	4.6	4.6	5.0	4.7
d. individuals, groups, and communities.....	4.5	5.0	4.3	4.6
e. individual and group membership.	5.0	5.0	5.3	5.1
<u>Total Consensus</u>	<u>4.6</u>	<u>4.9</u>	<u>4.7</u>	<u>4.8</u>

I. Management

The last area which was to be validated, the field of management, scored a strong agreement with a 5.1 mean rating by the jury. There were no negative responses in this section, with forty-four scores indicating very strong agreement. Groups I and II each had ratings of a 5.2, and the third group registered a 5.0. The professional recreators and educators had the largest number of no-response scores, with nine out of the total of ten recorded. Management receives a positive validation with the highest mean rating of any section, a 5.1 which indicates strong agreement from among the 121 plus-responses made by the jury

members. The mean ratings as scored by the jury for the field of management is shown by these results:

	<u>I</u>	<u>II</u>	<u>III</u>	<u>JURY CONSENSUS</u>
1. Management.....	5.0	5.1	5.0	5.0
a. provides processes for recreation.....	5.0	5.3	5.1	5.1
b. the management process.....	5.4	5.5	4.8	5.2
c. management is a system.....	5.2	5.0	5.0	5.0
d. management tools are interdisciplinary.....	5.4	5.0	4.8	5.0
e. efficient operation, minimum of effort.....	5.0	5.1	5.1	5.1
<u>Total Consensus</u>	<u>5.2</u>	<u>5.2</u>	<u>5.0</u>	<u>5.1</u>

The final tabulation which will be presented in summary of the validation of findings regarding the discipline of recreation opinion questionnaire is presented in Table II. It can be noted that each of the three groups in the final consensus formed a similar pattern of opinion as to the validation of the postulates and statements presented. All of the final results fell between agreement and strong agreement, with an inclination toward a strong agreement rating.

Group I, the professional recreators and educators confirmed the findings with the highest mean rating, a 4.84. These were the jury members who as academicians could be expected to have the greatest insight toward the nine disciplines investigated. The jurists assigned to Group II, the extension recreation specialists, were only slightly lower in their final mean rating, with a 4.81. They, like the members of Group I, are closely associated with the

TABLE II
SUMMARY OF MEAN RATINGS GIVEN BY THE JURY OF
EXPERTS IN RESPONSE TO THE QUESTIONNAIRE
REGARDING THE DISCIPLINE OF RECREATION

	GROUP I	GROUP II	GROUP III	CONSENSUS
A. Anthropology	4.5	4.4	4.5	5.5
B. Sociology	4.8	4.5	4.5	4.6
C. Political Science	4.9	4.9	4.4	4.8
D. Psychology	5.1	5.1	4.8	5.0
E. Physiology	4.6	4.5	4.2	4.5
F. Economics	4.9	4.7	4.5	4.7
G. Education	5.0	5.1	5.0	5.0
H. Social Work	4.6	4.9	4.7	4.8
I. Management	5.2	5.2	5.0	5.1
TOTAL CONSENSUS	4.84	4.81	4.62	4.77

Conversion Scale for Mean Rating:

Agree Very Strongly	Agree Strongly	Agree	Disagree	Disagree Strongly	Disagree Very Strongly	No Rating
6	5	4	3	2	1	0

academic scene as extension personnel and viewed the disciplines about the same as indicated by the close mean ratings between the two groups. Group III, the municipal orientated recreation administrators presented the lowest mean rating, a 4.62, which still indicated a firm agreement leaning toward strong agreement. There seems to be some correlation between years of college education and work experience in a college environment, and the opinions expressed regarding the nine disciplines. The sample of jury experts was small, with only twenty-two members responding, therefore it can only be an observation as to the possible significance noted. The years of experience accumulated by Group III, gave them a practical view towards the disciplines and only in two instances, did their mean ratings fall below a 4.5.

The final mean rating of 4.77 which falls between agree and agree strongly, would indicate that it is the consensus of the total jury membership that the findings regarding the discipline of recreation as presented by the investigator are valid.

Chapter 6

ANALYSIS OF THE CONCEPTUALIZATION OF THE FIELD OF RECREATION AS SEEN BY THE UNIVERSITY- BASED EXTENSION SPECIALIST

Phase II

Introduction

The purpose of this phase of the study is to make an analysis of the conceptualization of the field of recreation as seen by the University-based Extension Service Specialist. The first phase attempted to establish what recreation means both as an attitude and an experience and to construct a conceptual framework from which recreation might be viewed by the University-based Extension Service Specialist. The validation of this conceptualization was made by a jury of experts who expressed agreement to the postulates and statements presented.

It was felt that there was a need to determine several points of view in this second phase. One point investigated was concerned with whether the conceptualization of the field of recreation which has been validated, was in actual practice the conceptualization of recreation as viewed by the State Extension Specialist. These are the persons who deal primarily with the administration and

programming of recreational services in the fifty university-based extension service units located at the Land Grant Colleges and University institutions throughout the nation.

The second point to be explored in Phase II is concerned with the establishment of any possible gap between administration and programming of recreational services which is being provided today and is planned for the future, and which services ought to be provided today and planned for the future.

A mail questionnaire was designed to collect information to provide the necessary data for the establishment of these points of view regarding present-day recreational philosophy and methodology of each State Extension Recreation Specialist (Appendix H). The results of this questionnaire can be compared with the validated concepts of the field of recreation as scored by the jury of experts in Phase I. The mailing list for the questionnaire was assembled from current information furnished by the United States Department of Agriculture, Federal Extension Service, Washington, D.C. (1, pp. 1-9). The responses to the questionnaire were divided into two groupings. One group included all specialists who indicated that their primary or secondary job responsibility in the University-based extension dealt with recreation and recreation services. The second group included all other specialists who responded to the questionnaire who did not qualify for the first group. These were

persons who had other primary or secondary responsibilities, but still had some small recreational position in their respective state agencies. A total of eighty questionnaires was mailed out. Several of the states had more than one name provided on the Federal Extension Service list. To insure representation from as many state extension offices as possible, these additional persons were asked to make responses to the questionnaire.

There were fifty-seven returns, which represented forty-one states. The nine states which did not respond were included in the summation of job titles only, to provide complete data regarding this point of information. The remainder of the analyses of the responses to the mail questionnaire will be made on a basis of the two groups of specialists. The first group (Group A) is composed of seventeen specialists who indicated that their primary job responsibility was for recreation and recreation services, and nineteen specialists who gave recreation and recreation services as a secondary job responsibility. This is a total of thirty-six respondents representing thirty-two states. Two states had two respondents each, with primary or secondary responsibilities. The second group (Group B) is made up of the balance of the respondents. There were ten specialists who filled out the questionnaire and indicated other primary or secondary job responsibilities, but who acted in some liaison capacity for recreational interests

in their respective state agencies. There were eleven specialists who responded by only informing the investigator that they had no recreation responsibilities and therefore felt unqualified to complete the questionnaire. The division of the two groups of specialists is shown here:

<u>Recreational Responsibility</u>		<u>Other Responsibility</u>	<u>Total</u>
Group A		Group B	
Primary	17	Completed Survey	10
Secondary	<u>19</u>	Did not complete	<u>11</u>
Total	36		21 57

Background Information (Group A)

There are fourteen states which include the word recreation in the job title of the specialist having a primary responsibility for recreation and recreation services. Seven other states used recreation in the job title of the persons indicating recreation as a secondary responsibility. Included in this number are two states which did not respond, but whose titles were given in the mailing list furnished by the Federal Extension Service. This gives a total of twenty-one out of the thirty-two states which employ specialists with primary or secondary recreational responsibilities. Twelve of the twenty-one state extension agencies used the title extension recreation specialist. The other states had similar titles such as: specialist in recreation and parks; extension specialist in outdoor

recreation; recreation development specialist; and extension specialist in travel, recreation, and industry. The states which did not have recreation in their job title used such words as "extension forester," "community development specialist," and "resource development economist."

The average years of service in University-based extension amount to ten years. The longest years of service indicated by a member of Group A, totaled thirty-eight and the shortest length of service among the thirty-six members of the group was one year. The specialist with the longest record has a master's degree in agronomy. The specialist with the shortest record of service has a master's degree in recreational planning.

The educational background of the specialists in Group A ranged from four years of college course work not related to extension (5) to graduate degrees with specialization in extension work at the doctoral level (4). The distribution of education degrees is shown in the following data:

<u>Educational Background (Group A)</u>	<u>Total</u>
High School.	0
Two years of College	0
Four years of College not related to extension . .	5
Four years of college with specialization in extension	0
Graduate degree with specialization not related to extension	19
Graduate degree with specialization in extension (MS/MA)	8
Graduate degree with specialization in extension (PhD/EdD)	4
Total	36

The areas of specialization which were selected with the highest frequency, with six indications for each, were: agriculture economist, outdoor recreation, and recreational planning. The agriculture economist had the largest number of combined years of experience, with sixty-nine as a total of the six specialists. This figure would average eleven and a half years each. This group indicated the smallest number of job responsibilities of a primary nature that dealt with recreation. Recreational planning specialization was noted by six respondents who had a total of thirty-nine years of combined experience, for a six and a half year average per specialist. In this case, primary and secondary responsibilities for recreation were equally divided at three each. Outdoor recreation specialization had a combined total of twenty-one years of on-job experience with a three and a half year average. This group had the largest number of primary recreation job responsibilities within Group A. The three areas with the highest number of specializations through professional preparation in Group A are:

	<u>years of</u> <u>experience</u>	<u>average</u>	<u>responsibility</u> <u>primary</u>	<u>secondary</u>
Agriculture Economist	69	11-1/2	1	5
Recreational Planning	39	6-1/2	3	3
Outdoor Recreation	21	3-1/2	4	2

The disciplines which were included in the professional preparation of the members of Group A indicated that

sociology, political science, psychology, economics, and education were taken by almost every specialist. Only three persons indicated course work in anthropology or social work. The greatest number of semester hours of work were found to be in economics and education courses.

A summary of the background information of Group A might be made by taking the information furnished by the respondents, and outlining what might be a typical specialist, using the predominant facts: This person would hold the title of extension recreation specialist, with ten years of extension experience. Recreation would be a secondary job responsibility, with community resource development the primary job assignment. His educational background would include graduate work at the master's level, with a specialization in a field other than extension. The professional preparation of this model extension recreation specialist would include concentration in sociology, political science, psychology, economics, and education, as basic course work. The area of special interest would have the largest accumulation of semester hours. He could be employed in one of thirty-six states, but more than not would be found in one of the state extension units which employs a extension recreation specialist with a primary job responsibility for recreation and recreation services.

Background Information (Group B)

There were ten extension specialists who returned a

completed questionnaire who indicated they did not have any primary or secondary job responsibilities in recreation or recreation services. Their names were on the Federal Extension Service mailing list as liaison for their state, which does not have a recreation specialist or a counterpart on the staff. Eleven other specialists acknowledged receipt of the questionnaire, but felt that their responsibilities were far removed from recreation and recreation services to warrant their completion of the survey form. These twenty-one persons make up Group B and their titles ranged from associate director to external affairs coordinator.

The average years of service in University-based extension amount to eleven and half years for Group B. The longest service record indicated totaled twenty-six years, while the shortest period of time in association with extension work amounted to one year. The specialist with the longest record had an undergraduate degree with specialization in wildlife management. His title is that of Extension Wildlife Management Specialist. The specialist with the shortest employment record has a master's degree in wildlife biology, and also is an Extension Wildlife Management Specialist.

The educational background of the specialists in Group B ranged from four years of college course work not related to extension (1) to graduate degrees with specialization in extension work at the doctoral level (2). The

distribution of education degrees is shown in the following data:

<u>Educational Background (Group B)</u>	<u>Total</u>
High School.	0
Two years of College	0
Four years of College not related to extension . .	1
Four years of College with specialization in extension	0
Graduate degree with specialization not related to extension	3
Graduate degree with specialization in extension (MS/MA).	4
Graduate degree with specialization in extension (PhD/EdD).	2
Total . . .	10

The areas of specialization were varied within Group B. Agriculture economist was indicated by three specialists. Other specializations mentioned included planning and resource development, rural sociology, conservation, wildlife biology, and wildlife management. Agriculture extension work, adult education, and administration were also listed. Six of the ten specialists noted secondary specialization in one or more of the above areas.

Reviewing the professional preparation information furnished by the members of Group B who responded, the majority indicated course work in sociology, economics, education, and political science. There were no indications of professional work in anthropology, and very little course work in social work and physiology.

Summation of the background information of Group B might be done as in the case of Group A, by the construction

of a model specialist. The title of the specialist who did not have primary or secondary recreation responsibilities, but did act in a liaison capacity for his state extension office, would be that of extension economist, with slightly over eleven years of extension experience. His educational background would include graduate work at the master's level, with specialization in extension work. Community resource development would be the area of primary concern, and education would be the area of secondary responsibility. The professional preparation of this model extension economist would include sociology, education, economics, political science, and psychology as major disciplines, with economics having the largest course-hour concentration. He could be employed in any of the fifty states, but would have recreational liaison responsibilities in only those states which did not employ recreation specialists with a primary or secondary job responsibility for recreation and recreation services.

Basic Questions

The results of the responses to the basic questions which deal with the nine disciplines validated by the jury of experts indicate that background and professional training in the disciplines has a bearing on their being utilized in the specialist's performance of his extension work assignments. Tabulation of the background information and review of the course curricula furnished by the respondents

tend to confirm this statement. The specialists' personal beliefs regarding the utilization of the concepts found within each of the nine disciplines is presented in Table III. The professional course work taken by the respondents is presented in Table IV. Through a comparison of the information presented in these two tables, it can be noted that those disciplines which have been rated highest in utilization (often and constant usage), in the performance of extension work assignments, by the two groups of specialists, were the same five disciplines indicated in the majority of the professional preparation responses. Those with the least amount of response regarding course work taken for professional preparation were rated lowest as to their utilization of concepts. Such an example would be anthropology, the social science which contributes to the basic sensitivity necessary for the recreation specialist to understand the cultural and social class problems of his recreational audience. Three persons indicated that they had taken course work in this discipline area. The ratings indicated only seldom or occasional utilization by 64 per cent of those responding to the statement. The same was true for the area of physiology which, as a biological science, deals with the functions of the body. Sixteen indicated course work taken toward professional preparation, which dealt with physiology, and the ratings regarding the utilization of concepts indicate seldom or

TABLE III

COMPARISON OF THE OPINIONS OF EXTENSION SPECIALISTS REGARDING
UTILIZATION OF THE CONCEPTS OF NINE DISCIPLINES IN
EXTENSION RECREATION PROGRAMS

Discipline	Group A (N=46) *						Group B (N=10)					
	Per Cent Indicating						Per Cent Indicating					
	N	S	O	O	C	Total	N	S	O	O	C	Total
Anthropology	4	8	66	11	11	100	0	0	56	44	0	100
Sociology	0	3	11	50	36	100	0	0	10	30	60	100
Political Science	3	6	18	53	20	100	0	10	40	50	0	100
Psychology	0	0	28	44	28	100	0	0	20	50	30	100
Physiology	15	41	26	18	0	100	20	40	30	10	0	100
Economics	0	0	22	33	45	100	0	0	0	60	40	100
Education	0	0	3	47	50	100	0	10	0	50	40	100
Social Work	4	8	0	61	27	100	0	20	20	40	20	100
Management	0	3	17	39	41	100	0	0	20	60	20	100

Rating Key: N - Never S - Seldom O - Occasionally O - Often C - Constantly

*For four of these items, people failed to respond (Anthropology - 36, Political Science - 44, Physiology - 44, and Social Work - 36). Percentages were computed on this basis.

TABLE IV
COMPARISON OF THE PROFESSIONAL COURSE WORK TAKEN BY
EXTENSION SPECIALISTS AS PART OF THEIR
UNDERGRADUATE CURRICULUMS

DISCIPLINE	GROUP A N=36	GROUP B N=10	TOTALS N=46
	Per Cent Indicating		
Anthropology	8	0	6
Sociology	97	100	98
Political Science	78	60	74
Psychology	69	50	65
Physiology	36	30	35
Economics	72	70	72
Education	94	80	91
Social Work	17	20	17
Management	44	50	46

occasional use by 68 per cent of the specialists. Education, management, sociology, psychology, and economics had complete responses from all forty-six respondents and had predominantly often or constant utilization indications, with only three ratings in the never or seldom column, among the combined disciplines. These areas received the largest indications of professional preparation by the responding specialists, as is shown in Table IV, page 144. An exception to this comparison appears in the area of social work. Although little course work was indicated by the responses, the social work concepts were utilized rather often. A possible answer might be in the fact that social-work concepts are of a process nature and deal with individual and group leadership. Leadership techniques are employed constantly as part of a specialist's job responsibilities. Understanding of the concepts offered by social work may have been acquired through practical experience if not in the college classroom.

Questions Relating to University-based
Extension and Recreation Services

The purpose of this part of the questionnaire was to determine the present-day recreation philosophy and methodology of each State Extension Specialist, and to determine his views toward administration and programming of recreational services in the future.

Analysis of the responses provided by the extension specialists the questions and statements given seem to

present a fairly clear consensus of their opinions. The complete results of their reactions to this section of the questionnaire have been tabulated and presented in Table V. A composite assemblage of the personal beliefs of the forty-six individual specialists will be presented here in narrative form.

The major responsibility for providing urban community recreation programming should be carried by the local government. This was indicated by thirty-three of the thirty-six recreation specialists in Group A and by six of the non-recreation specialists in Group B. A state agency other than extension was rated second by Group A, and University-based extension second by Group B. The responsibility for rural or unincorporated area recreation programming was a little more divided, although local government was selected by half of the respondents. University-based extension followed local government as the agency that should have the responsibility to provide these services.

Education of all segments of the population, both urban and rural, regarding the worthy use of leisure time, should be the responsibility of University-based extension according to two-thirds of the specialists. Local government was rated as the second agency with a responsibility for educating the total community population. There was an even stronger indication about rural or unincorporated area responsibility, as seventy-five per cent of the specialists

TABLE V

COMPARISON OF THE RESPONSES OF EXTENSION SPECIALISTS REGARDING AGENCY
RESPONSIBILITIES FOR SELECTED AREAS OF RECREATION WORK

GROUP A (N=36)							GROUP B (N=10)						
Per Cent by Ques. No.*							Per Cent by Ques. No.*						
16	17	18	19	20	21	AGENCY TO BE RESPONSIBLE	16	17	18	19	20	21	
	25	67	78		3	University-based Extension	30	50	80	80			
	6	6	6		6	Fed. Agency other than Extension							
11	14	8	8	8	28	State Agency other than Extension							10
92	56	25	17	92	69	Local Government	60	30	20	20	100	90	
	6	6	8	19	17	Private Organizations	10	20					

Questions:

16. Who should carry the major responsibility for providing urban community recreation programming?
17. Who should carry the major responsibility for providing rural or unincorporated area recreation programming?
18. Who should have the responsibility to educate the urban community regarding worthy use of leisure time?
19. Who should have the responsibility to educate the rural or unincorporated areas regarding the worthy use of leisure time?
20. Who should carry the major responsibility for providing urban or community recreation facilities?
21. Who should carry the major responsibility for providing rural or unincorporated area recreation facilities?

*A person could indicate responsibility for more than one agency for a particular question.

indicated University-based extension.

The local government should provide urban or community recreation facilities. It should also provide for the rural or unincorporated areas. Local government, as opposed to state or federal government, could be a city or county agency. Private organizations and state agencies other than extension should also be responsible for providing facilities, according to the specialists from the two responding groups.

The clientele of University-based extension today is made up of all segments of our population. Each of the groups listed received a high number of tabulations. It appears that the specialists in both groups feel that no one area of the population should be concentrated upon, but that the entire population should be receiving the benefits of extension services today.

The types of programs and major areas of work in extension were ranked in order of their importance today by the respondents. The specialists in both groups indicated rather general disagreement in their feelings concerning which were the most important areas as they see them in extension services today. Two of the respondents answered by indicating that all were of equal importance. As an example of this general disagreement, efficiency in agriculture received eight votes for first place and nine for last from Group A, and two for first and two for last from Group B.

There were several groups of votes in between these two ends. The results of the rankings given by Groups A and B is shown in Table VI. It appears that this indication of general disagreement as to the importance of the nine areas of work in extension could be the basis of a separate investigation. There does not seem to be any method of drawing an accurate conclusion as to the consensus of opinions by either group regarding the ranking of the importance of the major areas of work in extension. Table VI does indicate that community improvement and resource development is considered the most important today, by both groups. Each state may find it has particular needs which will dictate the importance of a certain area of work concentration; this research is not designed to establish the reason for the disagreement, but only to establish if there is disagreement or a gap between the administration and programming of recreational services which are being provided today.

The specialists were next asked to rank the areas of recreation program emphasis in University-based extension today, by the proportion of their time spent in each area. Since not all of the specialists were involved in all program areas, the responses reflect only the replies of those who do have such program responsibilities. Community and public affairs programs were ranked as the area receiving the highest proportion of time spent by the specialists from

TABLE VI
COMPARISON OF THE RANKINGS OF EXTENSION SPECIALISTS
REGARDING THE MAJOR AREAS OF WORK
IN EXTENSION TODAY*

MAJOR AREAS OF WORK	Group A (N=34)*		Group B (N=10)	
	Mean Rank Score	Rank	Mean Rank Score	Rank
Efficiency in Agriculture Production	5.38	6	5.00	4
Conservation, Develop., & Natural Resources	3.85	2	5.30	6
Efficiency in Mkt., Dist., & Utilization	5.88	8	5.70	7
Management on the Farm & in the Home	6.32	9	5.10	5
Family Living	4.50	3	3.50	2
Youth Development	5.12	5	4.40	3
Leadership Development	4.79	4	6.30	8
Community Improvement & Resource Develop.	3.18	1	3.10	1
Public Affairs	5.76	7	6.70	9

*Two of the respondents in Group A ranked all areas of work equally in the questionnaire, and therefore are omitted in the tabulation.

Group A, with several specialists indicating as much as 50 percent of their time devoted to this program area. Outdoor recreation which includes 4-H work was ranked as second in the proportion of time spent. The order was just in reverse for Group B, with outdoor recreation ranked first and community and public affairs second. The areas receiving the least amount of time were the cultural activities and sports programs. The data below reflect the ranking of the six major areas of recreation program emphasis in University-based extension today:

Group A

1. Community and Public Affairs
2. Outdoor Recreation (4-H)
3. Arts and Crafts
4. Social Recreation
5. Sports and Athletics
6. Cultural Activities

Group B

1. Outdoor Recreation (4-H)
2. Community and Public Affairs
3. Social Recreation
4. Arts and Crafts
5. Cultural Activities
6. Sports and Athletics

The major functions of the state recreation specialist or his counterpart, as seen by the specialist himself, is to provide planning and leadership for and in recreation. These two functions received twenty-five responses from Group A, with planning being selected by fifteen of that number. The same viewpoint was indicated by those in Group B, with six responses for planning and three responses for leadership. Coordination and awareness of, and training in, recreation were also given consideration as major functions.

The area of recreation programming which the specialists in Group A felt was the most demanding on their time

was community and public affairs. Group B, as in the previous rankings of program emphasis, reversed its order and placed outdoor recreation first and community and public affairs second. There again appears to be disagreement between program emphasis, and the programs which demand the most time and the ranking given the major areas of work. Public affairs as a separate area of work was ranked low but, in combination with community activities, appears to gain in importance as an area of program emphasis and in total time involvement. The outdoor recreation area of programming was indicated as the next most important by Group A.

The greatest amount of public acceptance according to both of the groups of extension specialists, for University-based extension programs, seems to be for outdoor recreation which includes 4-H work, and the community and public affairs program. Recreation resource development was selected as another area of greatest public acceptance according to several respondents. These are the areas which bring about the greatest amount of involvement, with large segments of the population being exposed to the program and its results in the community.

University-based extension programs should be concerned with all types of recreational groups and settings. There was an indication by the responses made that some areas might be considered more than others, but all of the areas listed received support. Table VII reflects the

TABLE VII
COMPARISON OF THE RESPONSES OF EXTENSION SPECIALISTS
REGARDING AREAS OF RECREATION IN WHICH EXTENSION
SHOULD BE INVOLVED

RECREATIONAL GROUPS AND SETTINGS	GROUP A N=36	GROUP B N=10
<u>Groups</u>	Per Cent Indicating	
Community Recreation	97	100
Family Recreation	92	60
School Recreation	44	10
Church Recreation	47	10
Industrial Recreation	50	30
Commercial Recreation	86	90
<u>Settings</u>		
Recreation and Voluntary Agencies	81	20
Recreation and Ill and Handicapped	69	60
Recreation in Organized Camps	76	60
Recreation and Armed Forces	42	10
Recreation and Senior Citizens	83	80
Recreation and Delinquency	67	80

actual tabulation of both groups, and only in specialized areas such as the armed forces, schools, churches, and industry, did the negative responses slightly outnumber the positive ones. Community and family recreation received the largest support, with commercial recreation and recreation for senior citizens following closely behind as areas of concern.

The analysis up to this point has been concerned with the extension specialist and how he views University-based extension service today. The balance of the analysis will involve their concern regarding the extension specialist in the next decade.

The clientele of University-based extension in the next decade will still include all segments of the population. There seems to be some indication of a shift towards more work with the rural and urban dweller and the rural and urban disadvantaged, and less with the rural farmer. This seems understandable, as the rural farm population is continuing to diminish. The high number of responses to each segment of the population would indicate that the specialist feels that extension will continue to include all society in its clientele. There are some noticeable adjustments in the order of importance given the major areas of work in the extension services of the future. Tabulation is presented in Table VIII. It should be noted that there is a rather wide spread of the specialist's ranking scores, in this case

TABLE VIII
COMPARISON OF THE RANKINGS OF EXTENSION SPECIALISTS
REGARDING THE MAJOR AREAS OF WORK IN EXTENSION
IN THE NEXT DECADE*

MAJOR AREAS OF WORK	Group A (N=34)*		Group B (N=10)	
	Mean Rank Score	Rank	Mean Rank Score	Rank
Efficiency in Agriculture Production	6.73	7	5.90	7
Conservation, Develp., & Natural Resources	3.50	2	4.70	4
Efficiency in Mkt., Dist., & Utilization	6.85	9	6.20	8
Management on the Farm & in the Home	6.76	8	5.90	6
Family Living	4.86	5	3.90	2
Youth Development	4.79	4	4.60	3
Leadership Development	4.59	3	5.00	5
Community Improvement & Resource Develp.	2.56	1	2.60	1
Public Affairs	4.88	6	6.20	9

*Two of the respondents in Group A ranked all areas of work equally in the questionnaire, and therefore are omitted in the tabulation.

concerning major areas of work in the future, as it was in the results of the rankings of the present, shown in Table VI, page 150. This same general disagreement is further evidence of a suggested need for further investigation of the cause behind the diversified opinions expressed by the specialists. The two respondents who had previously indicated all areas as being of equal importance offered the same remarks regarding the areas of the next decade. Without a valid indication by which a ranking of the areas of importance in the next decade can be made, only some observations can be offered here. There is a shift in the viewpoints of the specialists in both groups concerning the future. Efficiency in agriculture and efficiency in marketing, distribution, and utilization received a larger share of the scores for the lowest rankings, with efficiency in agriculture receiving the largest number of ninth-place votes. This may reflect the continued diminishing agricultural population and the expanding urban and suburban population shift that is taking place now, and will continue in the next decade. Community improvement and resource development and conservation; development, and wise use of natural resources still rank one and two, but even stronger indications of their positions were made by both groups. Public affairs picked up several scores which would indicate greater importance in this area of extension work in the next decade. Urbanization and public interest in the

environmental movement is reflected in these shifts as tabulated.

The respondents, in considering the areas of recreational programming in the future, still rank community and public affairs and outdoor recreation including 4-H as the first and second areas of importance in the future, as they are today. There is an indication by the specialists that social recreation and cultural activities will become more important in future recreation programming as they were advanced upward in the rankings of time to be spent. Arts and crafts and sports were given the bottom rankings by both groups. The concern for the community and family units may support this change in program direction in the future. The data presented below show the results of the rankings made by the specialists concerning the six major areas of recreation program emphasis in University-based extension in the next decade:

Group A

1. Community and Public Affairs
2. Outdoor Recreation (4-H)
3. Social Recreation
4. Cultural Activities
5. Arts and Crafts
6. Sports and Athletics

Group B

1. Outdoor Recreation (4-H)
2. Community and Public Affairs
3. Cultural Activities
4. Social Recreation
5. Arts and Crafts
6. Sports and Athletics

The respondents see no change in the major functions of the state recreation specialist in the future. The planning for leadership in recreation will remain the most important functions for the specialist. An even stronger

reflection through the tabulation of thirty-three responses by Group A, for planning and leadership regarding the future, against twenty-five in the earlier opinion concerning the present, seems to indicate the future role to be played by the recreation specialist. Group B indicated five for planning and four for leadership from among its ten specialists. Coordination and awareness of, and training in, recreation were also given consideration as major functions in the future.

There was not any change in the area of recreation programming which was thought to be the most demanding today and that which might be in the future. Community and public affairs was still ranked first, as it remains consistent with the major areas of work and program emphasis in the future. There was an increased response to planning and development as a second area of demand, ranking equally with outdoor recreation and 4-H work. This interest is reflected in the change in the rankings of the major areas of work in the future and programming emphasis for the future, as more of the clientele become educated to wise use of their leisure, through extension programming.

Projecting towards the next decade, the specialists selected outdoor recreation, social recreation and arts and crafts as the leading areas of programming in which state extension should become involved. All of the program areas received some response, Table IX, gives a complete tabulation.

TABLE IX
COMPARISON OF THE RESPONSES OF EXTENSION SPECIALISTS
REGARDING AREAS OF FUTURE PROGRAM INVOLVEMENT

PROGRAM AREAS	Group A N=36	Group B N=10
	Per Cent Indicating	
Arts and Crafts	47	20
Dance	19	10
Drama	19	10
Sports and Athletics	17	20
Hobbies and Clubs	33	30
Reading, Writing, and Speaking	22	10
Music	14	10
Outdoor Recreation	92	90
Social Recreation	50	40
Special Events	25	10
Voluntary Service	28	10

Plans of Work

A final question in the analysis of the survey deals with established educational objectives pertaining to recreation programming in the respective specialist's state plan of work. There were sixteen in Group A who indicated that they did have such objectives in a plan of work and thirteen who did not. There were five in Group B who had knowledge of plans of work with objectives included, and three who did not. The balance of the respondents in both groups gave indications of not knowing or did not respond to this question. Removing the duplicate answers due to some states having several respondents, a total of twenty-one states do and sixteen states do not have educational objectives in their plan of work. This does not include the nine states which did not reply. Several of the states furnished their plans of work for inspection. The thirteen plans of work which were received show very little similarity. The only common point is the attempt by some of the states to establish a reporting pattern modeled after the Federal Extension Service's Extension Management Information System (EMIS). This computer-orientated type of reporting system requires some amount of consistency from state to state. The variations by each state tends to make it difficult to interpret if the investigator is not familiar with the key code of the individual state plan. A more universal coding system needs to be adopted by the several states. Recreation program and

services is mentioned by all of the reports, but in a variety of forms and areas of emphasis. Outdoor recreation activities would be the most prevalent, as part of community resource development programs. Tourism--both the promotion of and the management aspects--would follow in the areas noted in the individual plans of work. There were only three states which gave any great amount of time allocation to recreation programming and recreation services for the entire community, both rural and urban. Community resource development programs were mentioned by nine of the thirteen states as the area under which recreation in any form is located. A few states are involved only in educational awareness programs dealing with any area of recreation. Under this broad title, projects involving tourism, private recreational enterprise, commercial recreation, land-use management and 4-H activities can be found in the various plans of work submitted.

Several of the plans of work are in narrative form rather than in line-item form, and these briefly describe the objectives which are to be accomplished during the year. There seems to be a need for uniformity in planning and reporting among the states with enough leeway for the variations necessary for each particular state that may see different areas of emphasis in which it places importance. A few states have published bulletins which have outlined the particular state's goals for recreation: Illinois,

Louisiana, and Vermont are examples which have been furnished for use in this study. These bulletins give a clear picture to the clientele of what actually is being attempted recreationally in their respective state. How many of these descriptive bulletins are in use among the fifty states is not known. Similar materials to the three which were made available would be advantageous for state extension agencies, as a means of education and awareness of the work projected by the University-based extension service.

The Federal Extension Service could not furnish a plan of work, as one is now being designed to be used in computer form. Plans of work have been in the form of educational objectives concerned with particular projects. Project VII is the designation used for the area of community resource development and public affairs. This is the area of emphasis where the majority of recreational programming and services is projected. A comparison could not be made other than observing these general major educational objectives and areas of emphasis for the project units within the Federal Extension Service. The resource development and public affairs objectives for recreation and wildlife enhancement were quoted by several of the state plans of work. Because University-based extension is not a straight-line agency of the Federal Extension Service, there does not appear to be any mandatory conformity in stated educational objectives.

REFERENCES CITED

Government Documents

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Chapter 7

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

I. SUMMARY

Phase I

A distinction between the terms "play," "recreation," and "leisure" has been made. Play can be described as a need which can bring satisfactions and involve many potentials for growth and development of human beings. When it is properly directed in leisure time, it becomes recreation. Recreation is a leisure outlet. Recreation should be viewed as a principal objective of leisure. Leisure is time, time which is void of work. The following definitions were adopted in this study:

Play is a free, happy, natural attitude of the mind, activity engaged in purposely, full of fun and self-expression.

Leisure is unobligated time, free from prior commitments to physiological or social needs.

Recreation is an act or experience, voluntarily selected by the individual during his leisure time, to meet a personal want or desire, primarily for his own enjoyment and satisfaction.

Each of the definitions has been presented in terms of its application to the individual and his life during leisure time. Recreation is also a social phenomenon based upon many related phenomena. To understand the true nature of recreation, it becomes necessary to examine the several disciplines which contribute concepts concerning the individual and the group.

A conceptualization of the profession of recreation was described. The concepts which provide a foundation for the needs of man cross all the sciences: physical, biological, and social. It must be understood by those who recreate, and by those who assume roles of leadership in recreation, that there is a how and why to recreation and it helps to satisfy basic human needs. Recreation is interdisciplinary in nature. The true nature of recreation is found in the many concepts which have been contributed by other disciplines. Recreation is now being identified as an important form of social organization similar to government and education. Recreation may even be broader in its scope than other institutional forms. Recreation is by far the largest consumer of leisure, and it is to become an increasingly larger social force as culture becomes more leisure conscious.

A structural design of the conceptual framework for recreation was made, which included nine major disciplines or professional areas. The nine were: anthropology,

sociology, political science, psychology, physiology, economics, education, social work, and management. These were thought to make major contributions to the understanding and methodology of recreation. They were of a content and a process nature, content to formulate a basic foundation for understanding recreation as an attitude and an experience, and process to formulate methods and processes of how to recreate.

The findings of the investigation and exploration of the nine major disciplines or professional areas which contribute to the profession of recreation were submitted to a jury of experts composed of twenty-six professionals representing the fields of recreation, education, and extension. An opinion-poll type questionnaire (Appendix D) was sent to each member of the jury. Twenty-two returned the questionnaire and their responses are summarized in Chapter 5. The jury of experts supported the findings of the investigator with a mean rating which fell between agreement and strong agreement, with a slight inclination toward a strong agreement rating. On a continuum of 1. through 6., the final mean rating numerically fell at 4.77. This would indicate that it was the consensus of the total jury membership that the findings regarding the discipline of recreation as presented by the study were valid.

Phase II

An analysis of the conceptualization of the field

of recreation as seen by the University-based Extension Service Specialist was made. A questionnaire (Appendix H) was used to determine several points of view by the state extension specialist in the field. The first point dealt with the conceptualization of the field of recreation as validated by the jury of experts in the first phase of the study. The second point dealt with the attempt to establish if there were any possible gap between administration and programming of recreation services which are being provided today and is planned for in the future, and which services ought to be provided today and planned for in the future.

A total of eighty questionnaires were mailed to all of the fifty state extension agencies. There were fifty-seven returns which represented forty-one states. The summation of these responses has been covered in the preceding chapter (Chapter 6).

The results of the responses which dealt with the conceptualization of the profession of recreation indicated that background and professional preparation in the disciplines has a bearing on their being utilized in the specialist's performance of his extension work assignments. The highest ratings in utilization of concepts were those disciplines which the specialists had had the greatest amount of professional training.

There did not appear to be any great amount of disagreement among the respondents regarding administration

and programming today and in the future for University-based extension. The specialists presented a fairly clear consensus of opinions. Agreement was not as strong in programming as it was in administration. The same changes that might need to be made were noted by the majority of specialists. The widest margin of disagreement that did occur concerned the ranking of the most important areas of emphasis in extension today and in the future. The areas projected by the individual state regarding needs for emphasis may have influenced the resulting responses. The areas of program emphasis and the programs which demand the most time also showed conflict with the most important areas in extension service today and in the future. The national emphasis on rural development and the declining farm population as reflected in the responses and community resource development is given major consideration in all responses for the future of extension in the decade ahead. The major function of the state recreation specialist today and in the future, as seen by the extension specialist himself, is for planning and leadership in recreation.

The plans of work of all the states were requested. A total of thirteen were submitted for the study. Approximately twenty-one states have plans of work dealing with recreation; the nine states which did not respond may or may not have plans of work. There was very little similarity between the plans of work, either in format or content.

There was an attempt by a few of the states to establish a reporting system modeled after the computer-oriented Federal Extension Service's Extension Management Information System (EMIS). Outdoor recreation as a project area within community resource development programs was the most prevalent.

II. CONCLUSIONS

Phase I

Play, recreation, and leisure mean many things to those who recreate and to those who lead in recreation activities. The majority of the public, the ever-increasing leisure society, is not aware of the true significance of the words "play," "recreation," and "leisure." Those who have been given the responsibility of providing a means of public awareness regarding recreation and leisure are themselves not fully aware of the concepts involved in these terms--"play," "recreation," and "leisure." The University-based extension specialist has been one of those who is in a position of leadership to provide a means of public awareness regarding recreation and leisure.

Recreation is a modern profession that has built its methodology primarily upon other disciplines which are concerned with the knowledge and use of human relationships. Recreation reflects a system of relationships. It is interdisciplinary in nature. The leadership which accepts the responsibility of providing a means of public awareness

regarding recreation must understand that our society has been work-oriented rather than leisure-oriented, and they like their clientele must be educated for the "worthy use of leisure."

The nine disciplines or professional areas which were explored are major contributors to the formulation of the profession of recreation. These nine are not necessarily all-inclusive. Other areas may have some direct or indirect contribution to make, but these are the areas which should be utilized by those who recreate and by those who lead in recreational activities in an effort to understand the nature and significance of the term "recreation."

Each member of the jury of experts who participated in the validation of the findings regarding these contributing disciplines or professional areas had a great deal of depth in professional experience and professional preparation. The opinions given by these recognized authorities have agreed that these are major contributors to the field of recreation in terms of understanding and methodology. Those experts whose backgrounds and training were lacking within a certain discipline area indicated this weakness in their ranking of its importance as to utilization in the performance of their professional responsibilities. This same fact holds true regarding those disciplines or professional areas ranked as being utilized most often. The more knowledge and understanding, the more utilization

of a particular discipline and its concepts. No one discipline was rated in a manner that would indicate that it did not play an important role in the formulation of the profession of recreation.

Phase II

The analysis of the conceptualization of the field of recreation as seen by the University-based Extension Service Specialist determined several significant facts.

The respondents were divided into two groups for a comparison of opinions based on their primary job responsibility. There was a fairly high level of agreement between the two groups. There were some few variations in opinion, but when the background, training, and job responsibilities regarding recreation were taken into consideration, the two groups were consistent in their responses to extension related subjects.

The responses by those extension specialists involved in this study would indicate that they are aware of their responsibility to provide planning and leadership for a public awareness program regarding recreation and leisure. They are all not fully professionally prepared to carry out this responsibility. The average age of those employed as state extension specialists with recreational responsibilities is over thirty-five years with ten years of extension experience. These are persons who are products of a work-oriented society, but who must now work with a ever

increasing leisure-oriented society. Some of these extension specialists have returned to institutions for advanced studies, but the majority have specialized in areas other than extension and recreation. There is a need for educating the specialist himself as to the nature and significance of recreation as well as to the clientele he is attempting to serve. The same indications that were noted with the jury of experts regarding the concepts involved in recreation are present in the state extension specialist's background. The more knowledge, training, and understanding of a particular discipline and the concepts involved, the more utilization is made of those concepts in the performance of work assignments.

Another point which was determined in the analysis of the responses by the extension specialist in the field today is that they are in agreement with the methods of administration of recreational services and University-based extension's responsibilities in the community. They do show some disagreement in programming. A specific example is the wide range of responses made in regard to the questions in the survey which dealt with major areas of work, program emphasis, and work demands. The replies were not consistent. They were not in any order of agreement as to what was most important and or most time consuming, when applied to a nation-wide basis. The national emphasis that was recommended by the Report of the Joint USDA-NASULGC Study

Committee (1, pp. 1-95) as one of the most recent examinations of the past, present, and projected future of the functions of the extension service, does not seem to have greatly influenced their selection of responses. Community resource development and the quality of living appear as major priority concerns, which are the program areas where most recreational type services are projected. The influence of the individual state project area emphasis takes first precedent and would determine to a great degree the response of their extension staff. Since the extension offices are not a straight-line agency of the Federal Extension Service, there is not a federal plan of work which spells out a set pattern of program area emphasis on a national basis. The plans of work which were submitted for this study bear out this point. There was very little similarity in program content or areas of work emphasis. It would seem that more direction of purpose other than publication of major objectives and areas of emphasis should originate from the Federal Extension Service.

III. RECOMMENDATIONS

In light of the findings of this study, the following recommendations are made for further consideration and investigation:

1. That a series of studies be initiated for the purpose of investigating each individual

discipline which contributes to the field of recreation and sub-dividing those concepts within each discipline which have a bearing on a total conceptualization of recreation and leisure.

2. That a study be made concerning the feasibility of reevaluating the certain university and college curricula which offer specialized training in extension work, to ascertain if proper emphasis is being placed in those subject areas explored in this study regarding the nature and significance of leadership and recreation as it deals with individuals and their groups in all recreational settings.
3. That a study be made concerning a written job description for the state recreation specialist, that would be adopted on a national basis to permit consistency in the selection of and the responsibilities involved in such a staff position from one state to another.
4. That a project of in-service training be initiated at state and local levels for recreation extension personnel, to present an in-depth program regarding education and awareness of the worthy use of leisure time in the ever-increasing leisure-oriented society. That the

nature and significance of recreation be an important part of the training project, and that a conceptual framework for recreation be presented.

5. That a series of studies be instituted to provide clarification for the reasons for disagreement found in this study in program areas of work, program emphasis, and program demands on time, among the individual state extension specialists.
6. That a study be made to consider the feasibility of added direction and guidance to be forthcoming from the Federal Extension Service to provide a consistency in direction and goals on a national basis.
7. That a series of informational materials be published which will place emphasis on organization and methodology of fulfilling the recommended priorities of the Report of the Joint USDA - NASULGC Study Committee on Cooperative Extension as it pertains to recreation and recreational services.
8. That informational material be published which will present a clear conceptualization of the nature and significance of the terms "recreation" and "leisure," for distribution to

those who lead, and to those who are led, in recreation and leisure-time activities.

9. That a federal plan of work be considered as a format for the individual states to follow as a guide, as they consider their own individual state program priorities.
10. That a series of studies be initiated for the purpose of investigating each individual discipline dealing with the natural resources, which might contribute to the field of recreation, since this study was primarily concerned with the user, the extension recreation specialist, rather than the use of natural resources.

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APPENDICES

APPENDIX A

LOUISIANA STATE UNIVERSITY
DEPARTMENT OF EXTENSION EDUCATION

RE: A Survey to explore the possible justification of a new resource text dealing with Rural Recreation.

1. Would you list on the back of this form any textbooks or manuals of which you are aware that deal specifically with rural recreation, its organization and/or administration? (Title, author, publisher, and date.)

2. Is there a need for a specialized reference book to deal with organization and administration of rural, non-rural and urbanized areas not being served by organized recreation agencies at this time?
Yes _____ No _____ Explain _____

3. What levels of leadership do you feel would benefit the most from such a textbook? Administrator _____
Worker _____ Volunteer _____
Others _____
4. Would the extension professional and the volunteer worker be best served by a single volume or text, or by separate manuals dealing with specific program and problem areas? Yes _____ No _____
Explain _____
5. In which areas do you feel there is the greatest need for information concerning rural and non-rural recreation programs? _____

6. Name and address of the person answering this survey form.
Name _____ Title _____
Address _____
Street City State Zip

7. Would you be interested in reviewing advance chapters in specific areas of a future textbook or manual dealing with rural recreation? If yes, in which areas? _____
-

RETURN TO: Ronald W. Perry
206 Knapp Hall
Louisiana State University
Baton Rouge, Louisiana 70803

APPENDIX B

Summary of a mail questionnaire sent to 104 State Extension Specialists with Outdoor Recreation responsibilities as per the mailing list of the Federal Extension Service, 1968. There were 44 replies representing 35 states.

1. Would you list on the back of this form any text-books or manuals of which you are aware that deal specifically with rural recreation, its organization and/or administration? (Title, author, publisher, and date.)

Books

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Your Community Can Profit from the Tourist Business. United States Department of Commerce. U.S. Government Printing Office, Washington, D.C.

2. Is there a need for a specialized reference book to deal with organization and administration of rural, non-rural and urbanized areas not being served by organized recreation agencies at this time? Yes 29 No 6
3. What levels of leadership do you feel would benefit the most from such a textbook?
Administrator 16 Worker 28 Volunteer 14

4. Would the extension professional and the volunteer worker be best served by a single volume or text, or by separate manuals dealing with specific program and problem areas?

Single 12 Separate 23

5. In which areas do you feel there is the greatest need for information concerning rural and non-rural recreation programs?
Rural - 12; Recreation Programs - 18; Organization and Administration - 26; Finance - 24;
Site Development - 11; Planning - 16;
Recreational Benefits - 8; Training - 24;
Needs - 31; Urban Planning - 20; Camping - 20.

LOUISIANA STATE UNIVERSITY
AND AGRICULTURAL AND MECHANICAL COLLEGE
BATON ROUGE • LOUISIANA • 70803

192

DEPARTMENT OF HEALTH, PHYSICAL
AND RECREATION EDUCATION

February 18, 1971

APPENDIX C

There seems to be a need to identify the concepts which are involved in the discipline of recreation. Your professional assistance would be appreciated in helping me to validate my research findings at this point in a dissertation entitled: "Development and Analysis of a Conceptual Framework for Recreation and Leisure Emphasis in Adult Education Programs."

This study is designed to determine the contributions of other disciplines in the accumulation and development of a specialized body of knowledge for the profession of recreation. It is hoped that this conceptualization will be valid and that as a second goal can be presented to professionals in the field to determine what gaps may exist between what recreation methodology represents and what the recreation leader in his various settings and capacities visualizes recreation in the performance of recreation services. The problems of our times give cause for new avenues of approach to the solutions of everyday occurrences which come before the recreationist. The professional in the field must be fully aware of what recreation stands for, and what it can do for his society. Hopefully, this study will contribute to this end.

Please read the opening statement of the enclosed questionnaire and fill out the requested opinion rating for each postulate. An enclosed return envelope, pre-addressed and pre-stamped is for your convenience. To be of the greatest value, it is desirable to have a complete as possible response from those of you in the field. Your earliest attention would be appreciated so that deadlines can be met, for further research, summation and publication of findings.

If a vita is available, concerning your professional background for inclusion in the appendices of the study, omit the questions under the heading of BACKGROUND INFORMATION, and simply submit the vita with the completed questionnaire.

Your thoughts, ideas and comments will be greatly appreciated.

Sincerely,

Ronald W. Perry, Instructor
Recreation Education

Enclosures

"Name and Title of Members of the Jury of Experts"
Municipal Recreation Oriented

1. Robert W. Crawford
Commissioner of Recreation
Philadelphia, Pennsylvania 19107
2. Joseph E. Curtis
Commissioner of Parks and Recreation
Boston Parks and Recreation Department
Boston, Massachusetts 02108
3. John H. Davis, Executive Director
Georgia Recreation Commission
Atlanta, Georgia 30309
4. L. B. Houston, Director
Parks and Recreation Department
Dallas, Texas 75221
5. Dr. Sal J. Prezioso, Commissioner
New York Department of Parks and Recreation
Albany, New York 12226
6. Beverly S. Sheffield
Director of Recreation
Austin, Texas 78767
7. Henry T. Swan
Superintendent of Recreation
Phoenix, Arizona 85003
8. Edward H. Thacker, Assistant Superintendent
D. C. Recreation Department
Arlington, Virginia 22206

Recreation Professionals and Educators

1. Dr. James R. Champlin, Coordinator
Park and Recreation Administration
University of Georgia
Athens, Georgia 30601

2. Dr. Marion Clawson
Resources for the Future, Inc.
Chevy Chase, Maryland 20015
3. Dr. Stanley R. Gabrielsen, Chairman
Recreation Curriculum
California State College
Long Beach, California 90801
4. Dr. Edward H. Heath
Department of Recreation
Oregon State University
Corvallis, Oregon 97330
5. Dr. H. Douglas Sessoms, Chairman
Recreation Administration Curriculum
University of North Carolina
6. Lynden B. Sherrill, Associate Professor
Department of Health, Physical and Recreation Education
Louisiana State University
Baton Rouge, Louisiana 70803
7. Dr. Jay S. Shivers, Associate Professor
Department of Recreational Services
University of Connecticut
Storrs, Connecticut 06268
8. James S. Stevens, Jr., Administrator
Department of Local Affairs
Raleigh, North Carolina 27602
9. Dr. Edward H. Storey, Jr.
Pennsylvania State University
University Park, Pennsylvania 16802

Extension Orientated

1. Uel Blank, Extension Specialist in Recreation
University of Minnesota
Minneapolis, Minnesota 55455
2. J. R. Cardenuto
Extension Recreation Specialist
Pennsylvania State University
University Park, Pennsylvania 16802

3. Stewart G. Case, Extension Professor
Cooperative Extension Service
Colorado State University
Fort Collins, Colorado 80521
4. Roger Ford
Department of Recreation and Park Admin.
University of Missouri
Columbia, Missouri 65201
5. Dr. John J. Lindsay
Recreation Development Specialist
Forestry Department
University of Vermont
Burlington, Vermont 05401
6. Dr. Karl F. Munson, Program Leader
Outdoor Recreation Education
Division of Resource Development and Public Affairs
Federal Extension Service
Washington, D.C. 20250
7. Dr. Wayne E. Robichaux
Recreation Specialist
Louisiana Cooperative Extensive Service
Louisiana State University
Baton Rouge, Louisiana 70803
8. Dr. Louis F. Twardzik
Extension Specialist in Park Management
Michigan State University
East Lansing, Michigan 48823
9. Dr. Gus C. Zaso
Field House
University of New Hampshire
Durham, New Hampshire 03824

APPENDIX D

A QUESTIONNAIRE FOR VALIDATION OF FINDINGS REGARDING THE DISCIPLINE OF RECREATION

You are considered an expert in your field. Your opinions are of utmost importance to the validity of the research findings as expressed in this opinion poll.

The following postulates and related statements, are presented to give you an opportunity to express your reaction to these statements regarding the conceptualization of the discipline of recreation.

You will find beside each statement a box for rating the extent to which you agree or disagree with each research hypothesis. Please try to rate each statement of the concepts which contribute in the formation of foundations for the discipline of recreation according to the following scale:

Agree					Disagree
Very	Agree			Disagree	Very
<u>Strongly</u>	<u>Strongly</u>	<u>Agree</u>	<u>Disagree</u>	<u>Strongly</u>	<u>Strongly</u>
+3	+2	+1	-1	-2	-3

Notice that the scale ranges from plus 3, the strongest agreement you can express, to minus 3, the strongest disagreement possible. Give it a plus 3 if you agree very strongly, a minus 3 if you disagree very strongly, or some other rating in between depending upon how you feel. In the event you feel you are unable to rate the statement, place an X in the box instead of a rating. Please remember, however, that the rating is merely intended to reflect your feeling about each.

After each set of postulates developed in the research, space is provided for your comments, observations or ideas. Please feel free to make any observations you wish--your feelings are important.

A. ANTHROPOLOGY:

1. Anthropology as a social science contributes to the basic sensitivity necessary for the recreation professional to understand the cultural and social class problems of his recreational audience ☐

- a. The findings of anthropologists make it clear that to provide constructive experiences for people, the recreationist must understand and utilize the cultural meanings of these experiences to particular individuals. ☐
- b. The anthropologist deals through the nature of human personality as it fits into a very complex cultural and physical environment which is somewhat different for different individuals and different groups ☐
- c. The individual can be understood only if one is able to understand the culture in which he has evolved ☐
- d. The anthropologist contributes to understanding of class and status differential and the relations between social classes. Discrimination and prejudice are attitude factors illustrating this point ☐

B. SOCIOLOGY:

- 1. Sociology as a social science contributes to the understanding of man in his collective aspects, a study of groups of men engaged in more or less co-operative pursuits of certain major interests, primarily those of self-maintenance and self-perpetuation ☐
- a. Sociologists are concerned with the kind of life human beings lead in association with each other, the forms and processes that this life manifests, and the problems to which it gives rise ☐
- b. Sociology includes two fundamental concepts which apply directly to recreation. The concept of culture, referring to the customs of a people; and the concept of society which refers to the people who are practicing the customs. ☐
- c. Effective leadership is based on understanding social institutions, social structure and social forces. Sociology provides these concepts so the recreationist can understand his audience and what must be attempted to help that audience achieve its goals in human society. ☐

- d. Sociologists study the whole man, which is fundamental knowledge for the recreationist to successfully deal with human nature, body and mind, as an integrated whole allowing formulation of processes, for effective manipulation of individuals and their groups in the recreational setting ☐

C. POLITICAL SCIENCE:

1. Political Science is the study of government and politics, of human institutions and behavior concerned with the process of authoritative control of human societies. It refers both to a systematic body of knowledge and also to a process for expanding on it. ☐
- a. Political scientists specialize in the practical aspects of public administration. The recreationist practices his methodology in various institutional settings; operational functions are important in effective leadership. ☐
- b. Political science is the study of the changing, present society. Fundamental concepts of government are essential for insights into the scope of recreational service envisioned for our expanding leisure society. ☐
- c. The conduct of the functions of government are important in regards to procedures and techniques of dealing with the recreation audience. Aspects of planning, organizing, leading, teaching and evaluating should be conceptualized by the recreationist so that he may best be able to work with his recreation and leisure society. ☐
- d. Urbanization requires comprehensive planning for present and future needs. Political scientists have developed concepts which offer the recreationist a foundation for effective planning of society's future recreational needs. ☐

D. PSYCHOLOGY:

1. Psychology is a behavioral science that bridges the gap between social and behavioral disciplines. It is the science of human behavior, the experiences and activities of human beings. It deals with the individual's interaction with the world about him. ☐
- a. Study in the field of psychology has given us gradually a more adequate picture of the human personality. Key concepts include the nature of personality, individual differences, and the patterns of behavior shown by the whole person, adjusting to his environment over appreciable periods of time. ☐
- b. Psychology contributes to the understanding of the nature of the ego and the self-concept and their functioning and the psychodynamics of role fulfillment. Since recreationists deal with people, this is an essential area of understanding. ☐
- c. Psychology has three main divisions of which applied psychology deals with understanding of the recreational audience, both individually and socially. A clearer picture of individual growth is obtained from the concepts of this area of psychology. ☐
- d. Social psychology studies the relationship between an individual personality and his social environment. It deals with three classes of social phenomena: (1) behavior of the individual; (2) dynamics of social groups, and (3) behavior within social organizations. It deals with living creatures as they affect and are affected by their fellows. ☐
- e. Psychologists have explored social phenomena as it deals with leadership. Recreation has found that leadership is by far the most important single factor in the success of its programs of working with society. ☐

E. PHYSIOLOGY:

1. Physiology is a biological science dealing with the functions of the body. It attempts to relate the actions of various organs in terms of known chemical and physical forces. There is also an effort to relate the phenomena in terms of cause and effect. ☐
- a. When the recreationists considers the human organism from a physiological understanding, the social sciences bear considerable significance in any total investigation. ☐
- b. The physiologist attempts to give an answer to what physical and chemical changes occur during vital activity. These basic mechanics of living organisms are of importance to the recreationist as to the cause and effect of the actions on those who might recreate. . . ☐
- c. Predicting human behavior is valuable in the decision-making processes for recreational activities. The by-products of the recreational activities of people are understood through the concepts offered by human physiology, including the concept of the internal environment. ☐
- d. Recreation may make its greatest contribution not necessarily in human development, but rather in human adjustment. ☐

F. ECONOMICS:

1. Economics as a social science, is concerned with how men gain food, shelter, and necessary services; what they will cost; and how they are paid for. Economics is the study of mankind in the ordinary business of life while earning and enjoying living. ☐
- a. Economic concepts provide the recreationist with methods, procedures, and techniques for dealing with scarce human and natural resources. It offers guidance in satisfying the wants of people. ☐

- b. Recreation is vitally concerned in providing leisure time programs, with society and its economic affluence and its economic scarcities. There is competition for human and material resources in almost every type of recreational pursuit. ☐
- c. Economists state that we may have to give up something of value in order to get some other thing of value. The recreator may give up an individual desire for a particular recreational thing for the good of a group in a social organization. People give up leisure hours for extra periods of work so that they will have additional buying power. ☐
- d. Recreation is in a constant struggle to allocate human and material resources to benefit the individual and his society in leisure time. ☐
- e. Economics provide insight into the decision-making processes. It explains how and what courses of action will yield optimum output at the least expenditure of the recreational labor and capital. ☐

G. EDUCATION

- 1. Education is an art and a technology. Education is a continuous psychological and social process involving many and varied experiences by means of which behavior is modified or strengthened. The central concept of education is the concern for the individual and his growth and development toward maturity in our complex and changing society. ☐
- a. Recreation like education, is a process of development. Recreation method should be based upon modern education's insights into the child as a whole organism. ☐
- b. Education as a continuous process is not confined to the formal classroom, it can be experienced in any conceivable setting. Recreation and education rely on all methods of communication and interaction between people at any moment in human life. ☐

- c. Progressive educational theory, where the whole individual is considered, is a major concept for the discipline of recreation. Objectives are stated in terms of types of growth for the learner, concern for his intellectual and sociological growth as well as physiological development are part of program fulfillment. ☐
- d. The relationship of recreation and education is an extremely close one. The motivation may differ, but the concepts for achieving, the principles of learning, and the theories regarding the learning-teaching process are interchangeable. ☐
- e. Methodology in education applies to recreation in the carry-over value in all types of curriculum subject matter and leisure programming. It is a two way street, with avenues of communication which help members of a society to attain their individual needs and goals. It is a concern for the individual and his welfare, built around a central democratic concept. ☐

H. SOCIAL WORK:

- 1. Social Work is the art of bringing various resources to bear on individual, group and community needs by the application of a scientific method of helping people to help themselves. It involves processes and techniques to attain the above. ☐
- a. Recreationists working in various settings can utilize the concepts of the social worker to provide methodology for attainment of specific recreational and leisure time goals. Social Work techniques are expressed as an art, the art of accomplishing certain objectives. ☐
- b. Several branches of social work are helpful in providing concepts which build knowledge and understanding for the recreationist. Social group work helps individuals in their relationships with other groups. ☐

- c. The branch of social work which deals in community organization as an area of practice, is the art of democratic leadership and the community organizer may well be the community recreation leader. ☐
- d. Recreation may work under a broader number of settings, but recreation and social work are closely allied in the goals of attainment for individual and community. They have both borrowed concepts from the other sciences, using parallel approaches in working with individuals, groups and the community. ☐
- e. Social workers feel group association is a key to serving the needs of human beings, but the individual is not lost in the group membership. This concept is one of the most important in any recreation activity. ☐

I. MANAGEMENT:

- 1. Management is a social science that establishes an environment for effective and efficient performance of individuals operating in groups. Management is a process and an art which effectively coordinates human resources for the attainment of whatever goals have been set. . . . ☐
- a. Recreation must have some processes by which it can carry out its objectives. Management provides concepts for such methods needed in these processes. It applies to all levels of leadership responsibility, recreational or otherwise. ☐
- b. Planning of the results to be obtained, and the means by which attainment can be achieved, how it shall be organized and how to direct and control the process is management. It is also efficient recreation leadership methodology. ☐
- c. The process of management is a system, a means to a planned end result. It can be complex or simple in the number of inter-related and interacting elements and activities involved, but it is a process which must be considered for recreational services to be successful. ☐

- d. Management draws upon all the sciences for its concepts, its tools include principles from a variety of disciplines. The concepts, proven through application and usage in all levels of leadership are basic concepts for the recreationist.
- e. The management of recreational services is concerned with those relationships and processes that make possible the most efficient operation with the minimum of effort in the accomplishment of organizational objectives. Management provides a system for accomplishment of recreational goals for individuals and their groups.

J. BACKGROUND INFORMATION:

1. Identifying Information

- a. Name _____
- b. Institution or Agency Representing _____
- c. Age _____

2. Education

Name of Institution	Major Field	Minor Field	Degree
a. High School	_____	_____	_____
b. College/Graduate School	_____	_____	_____
	_____	_____	_____
	_____	_____	_____

- a. High School _____
- b. College/Graduate School _____

3. Professional Full-time Experience

Start with present position

- a. _____ Title _____
- b. _____ Title _____
- c. _____ Title _____
- d. _____ Title _____
- e. _____ Title _____

4. Professional Organizations

Offices Held

- a. _____
b. _____
c. _____
d. _____
e. _____

5. Professional Activities

- a. _____ d. _____
b. _____ e. _____
c. _____ f. _____

6. Professional Bibliography

- a. _____
b. _____
c. _____
d. _____
e. _____

Please use the remainder of this page to make any comments on the preceding statements regarding the validation of findings as presented at this point in my research. It will be my pleasure to send you an abstract of the final summary and conclusions of this study if you will so indicate.

Yes _____ No _____

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206

DEPARTMENT OF HEALTH, PHYSICAL
AND RECREATION EDUCATION

March 15, 1971

APPENDIX E

Re: Questionnaire for Validation of Findings Regarding the
Discipline of Recreation

A few weeks ago, I mailed you a copy of an opinion questionnaire that I am using to validate or repudiate research findings at this point in my dissertation.

You were selected because of your professional background to serve as a member of a jury of experts. I know that you are very busy with your own programs, that is always true with one who is considered a leader in his profession. However, it is extremely important that I get all the questionnaires back so that I may proceed with the next step in my research design.

It will be very helpful and greatly appreciated if you will please take the time to complete and return the questionnaire.

I am trying to get all the questionnaires in before Monday, March 29, 1971.

Thank you for your professional assistance.

Sincerely yours,

Ronald W. Perry

TABLE I - APPENDIX F

SUMMATION OF THE OPINIONS OF THE JURY OF
EXPERTS IN RESPONSE TO THE QUESTIONNAIRE
REGARDING THE DISCIPLINE OF RECREATION

Rating Scale:	Agree Very Strongly +3						Agree Strongly +2						Agree +1						Disagree -1						Disagree Strongly -2						Dis. Very Strongly -3						No Rating X					
Conversion Scale for Mean Rating:	6						5						4						3						2						1						0					
STATEMENT	GROUP I							GROUP II							GROUP III							TOTALS							MEAN RATE													
	+3	+2	+1	-1	-2	-3	NR	+3	+2	+1	-1	-2	-3	NR	+3	+2	+1	-1	-2	-3	NR	+3	+2	+1	-1	-2	-3	NR														
A. Anthropol.																																										
l.	1	3	3					1	6	1					1	1	5					3	4	14	1			4.41														
a.	1	2	4					1	1	4	2				1	1	4	1				3	4	12	3			4.45														
b.	1	5					1	1	2	3	1				1	2	3	1			1	2	4	11	2		3	4.32														
c.	1	4	1	1				3	2	1	1			1	1	4	2					5	10	4	2		1	4.86														
d.	1	1	5					1	2	4	1				1	2	4					3	5	13	1			4.45														
B. Sociology																																										
l.	4		2	1				2	3	3					1	3	3					7	6	8	1			4.86														
a.	3	1	2	1				2	2	4					1	3	3					6	6	9	1			4.82														
b.	1	2	3	1				1	3	3	1				1	2	3	1				3	7	9	3			4.50														
c.	4	1	1	1				3	2	2	1				1	2	4					8	5	7	2			4.86														
d.	3	3			1			1		5	1		1		1	2	1	2		1		5	5	6	3	1	2	4.18														
C. Polit. Sci.																																										
l.	3	3		1				2	2	4					1	3	3					6	8	7	1			4.86														
a.	2	2	2	1				3	1	3				1		2	2	3				5	5	7	4		1	4.36														
b.	2	2	3					4	1	2		1			2	2	2	1				8	5	7	1	1		4.82														
c.	5	2						5	2	1					2	2	3					12	6	4				5.36														
d.	1	2	3		1			4	1	3					1	1	2	3				6	4	8	3	1		4.50														

TABLE 1 (continued)

STATEMENT	GROUP I						GROUP II						GROUP III						TOTALS						MEAN RATE				
	+3	+2	+1	-1	-2	-3	NR	+3	+2	+1	-1	-2	-3	NR	+3	+2	+1	-1	-2	-3	NR	+3	+2	+1		-1	-2	-3	NR
D. Psychology																													
l.	3	2	1				1	4	2	2					1	3	3					8	7	6				1	5.10
a.	2	3	1				1	1	4	3					1	3	3					4	10	7				1	4.86
b.	3	1	2				1	3	3	2					2	1	4					8	5	8				1	5.00
c.		3	2	1			1		3	5					2	1	3	1				2	7	10	2			1	4.43
d.	3	2	1				1		6	2					1	3	3					4	11	6				1	4.90
e.	4		1				2	5	1	1				1	4	3						13	4	2				3	5.58
E. Physiology																													
l.	3		3				1	2	4	2					1	2	4					6	6	9				1	4.86
a.	1	1	1	1			3	1	3	1	1			2	1	2	2	2				3	6	4	4			5	4.47
b.	1	1	2	1	1		1	1	1	4		1	1		1	2	4					3	4	10	1	2	1	1	4.10
c.	1	2	2	1			1	1	1	4		2			1	1	3	3				2	4	9	4	2		1	4.00
d.	3	1	2				1	2	3	2				1	3	1	2		1			8	5	6		1		2	4.95
F. Economics																													
l.	2	2	2				1	1	3	2			1	1		3	3	1				3	8	7	1		1	2	4.50
a.	2	1	2	1			1	2	3	2	1				1	1	4	1				5	5	9	3			1	4.54
b.	3	2	1				1	4	2	1	1					3	2	1	1			7	7	4	2	1		1	4.81
c.	2	2	2				1		3	4	1				1	3	2					3	8	8	1			2	4.65
d.	3		3				1	2	2	4					1	3	2					6	5	9				2	4.85
e.	1	2	3				1	2	4	2					2	1	3					5	7	8				2	4.85
G. Education																													
l.	2	2	1	1			1	5	2	1					3	2	2					10	6	4	1			1	5.19
a.	4		1	1			1	3	1	3	1				2	2	3					9	3	7	2			1	4.90
b.	4	1	1				1	4	4						3	4						11	9	1				1	5.48
c.	1	3	2				1	3	3	1				1	1	3	3					5	9	6				2	4.95
d.	3	1	2				1	2	5			1			2	3	2					7	9	4			1	1	4.95
e.	1	2	2	1			1	1	4	3					2	2	3					4	8	8	1			1	4.71

TABLE 1 (continued)

STATEMENT	GROUP I							GROUP II							GROUP III							TOTALS							MEAN RATE
	+3	+2	+1	-1	-2	-3	NR	+3	+2	+1	-1	-2	-3	NR	+3	+2	+1	-1	-2	-3	NR	+3	+2	+1	-1	-2	-3	NR	
H. Social Work																													
l.	1	2	3				1	4	2	1				1	2	2	3					7	6	7				2	5.00
a.	1	2	2		1		1	2	2	4					1	3	1	1	1			4	7	7	1	2		1	4.48
b.	1	2	1	2				1	3	2	3				2	1	3	1				6	5	7	3			1	4.67
c.	1	1	3				2	1	2	4				1	2	3	2					4	6	9				3	4.74
d.	1	1	4				1	3	2	3					2	1	3		1			6	4	10			1	1	4.62
e.	3		1	1			2	2	3	2				1	3	3	1					8	6	4	1			3	5.10
I. Management																													
l.	2	2	2				1	2	5	1					2	3	2					6	10	5				1	5.05
a.	3		3				1	3	3	1				1	3	2	2					9	5	6				2	5.15
b.	3	1	1				2	4	4						1	4	2					8	9	3				2	5.25
c.	3	1	2				1	3	2	3					2	3	2					8	6	7				1	5.05
d.	3	1	1				2	2	4	2					1	4	2					6	9	5				2	5.05
e.	1	3	1				2	3	3	2					3	2	2					7	8	5				2	5.10

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210

DEPARTMENT OF HEALTH, PHYSICAL
AND RECREATION EDUCATION

March 23, 1971

APPENDIX G

Dear Colleague in University-based Extension:

I am presently working toward my Doctor of Education degree in Extension Education at Louisiana State University. My dissertation is concerned with an analysis of the concepts involved in the administration and programming of recreational services by the University-based Extension Service.

It is my intention to (1) establish concepts by which recreation and leisure programs are being carried out today through University-based Extension programs; (2) establish concepts by which recreation and leisure programs must be redesigned for the challenge of our changing society in the future through University-based Extension programs; and to (3) collect the individual plans of work from the State Extension Recreation Specialist, in order to evaluate the amount of recreational service that is being programmed through the University-based Extension Service.

In order to complete my research, it is necessary that I obtain from you the plan of work under which you are presently operating. The sections which outline recreational program activities and services are most important for evaluation purposes. It will also be greatly appreciated if you would fill out the enclosed questionnaire form and return the materials at your earliest convenience.

I would like to get the completed questionnaire and copy of the current plan of work back as soon as possible, no later than April 15, 1971, so that I may make graduate school deadlines.

Thank you for your cooperation in making this study possible.

Sincerely yours,

Ronald W. Perry, Instructor
Recreation Education

Enclosure

APPENDIX H

A QUESTIONNAIRE FOR USE IN DEVELOPING CONCEPTS CONCERNING
THE ROLE OF UNIVERSITY-BASED EXTENSION IN PROVIDING
STATEWIDE RECREATIONAL SERVICES

BACKGROUND INFORMATION:

1. Title of Respondent. _____
2. Years of Service in University-based Extension Work. _____
3. Primary Job Responsibilities in University-based Extension Work. (Check those that apply)

	PRIMARY	SECONDARY	OTHER
Educator	_____	_____	_____
Community Resource Development	_____	_____	_____
Recreation	_____	_____	_____
Fish and Wildlife Management	_____	_____	_____
State Leader 4-H Work	_____	_____	_____
Extension Forester	_____	_____	_____
Other (specify) _____	_____	_____	_____

4. Educational Background. (circle highest)
 - A. High School
 - B. Two years of College
 - C. Four years of College not related to Extension Work
 - D. Four years of College with specialization in Extension Work
 - E. Graduate Degree with Specialization not related to Extension Work
 - F. Graduate Degree with Specialization in Extension Work MS/MA
 - G. Graduate Degree with Specialization in Extension work Ph.D/Ed.D
5. Area of Specialization in Professional Preparation. (circle one)

<ol style="list-style-type: none"> A. Agriculture Economist B. Agriculture Extension Work C. Conservation D. Agronomy E. Horticulture F. Tourism G. Planning & Resource Development 	<ol style="list-style-type: none"> H. Outdoor Recreation I. Recreational Planning J. Commercial Recreation K. Landscape Architecture L. Rural Sociology M. Other (specify)
--	--

6. Disciplines which were included in your professional preparation. (give approximate number of semester hours)

A. Anthropology	_____	F. Economics	_____
B. Sociology	_____	G. Education	_____
C. Political Science	_____	H. Social Work	_____
D. Psychology	_____	J. Other (specify)	_____

BASIC QUESTIONS: Please read carefully the statements below and then circle the one answer that in your opinion most nearly coincides with your personal belief, regarding the question that follows.

7. Anthropology as a social science contributes to the basic sensitivity necessary for the recreation specialist to understand the cultural and social class problems of his recreational audience.

How would you rate your utilization of the concepts of anthropology in the performance of your Extension Work assignments?

never seldom occasionally often constantly

8. Sociology as a social science contributes to the understanding of man in his collective aspects, a study of groups of men engaged in more or less co-operative pursuits of certain major interests, primarily those of self-maintenance and self-perpetuation.

How would you rate your utilization of the concepts of sociology in the performance of your Extension Work assignments?

never seldom occasionally often constantly

9. Political Science is the study of government and politics, of human institutions and behavior concerned with the process of authoritative control of human societies. It refers both to a systematic body of knowledge and also to a process for expanding on it.

How would you rate your utilization of the concepts of political science in the performance of your Extension Work assignments?

never seldom occasionally often constantly

10. Psychology is a behavioral science that bridges the gap between social and behavioral disciplines. It is the science of human behavior, the experiences and activities of human beings. It deals with the individual's interaction with the world about him.

How would you rate your utilization of the concepts of psychology in the performance of your Extension Work assignments?

never seldom occasionally often constantly

11. Physiology is a biological science dealing with the functions of the body. It attempts to relate the actions of various organs in terms of known chemical and physical forces. There is also an effort to relate the phenomena in terms of cause and effect.

How would you rate your utilization of the concepts of physiology in the performance of your Extension Work assignments?

never seldom occasionally often constantly

12. Economics as a social science, is concerned with how men gain food, shelter, and necessary services; what they will cost; and how they are paid for. Economics is the study of mankind in the ordinary business of life while earning and enjoying living.

How would you rate your utilization of the concepts of economics in the performance of your Extension Work assignments?

never seldom occasionally often constantly

13. Education is an art and a technology. Education is a continuous psychological and social process involving many and varied experiences by means of which behavior is modified or strengthened. The central concept of education is the concern for the individual and his growth and development toward maturity in our complex and changing society.

How would you rate your utilization of the concepts of education in the performance of your Extension Work assignments?

never seldom occasionally often constantly

14. Social Work is the art of bringing various resources to bear on individual, group and community needs by the application of a scientific method of helping people to help themselves. It involves processes and techniques to attain the above.

How would you rate your utilization of the concepts of social work in the performance of your Extension Work assignments?

never seldom occasionally often constantly

15. Management is a social science that establishes an environment for effective and efficient performance of individuals operating in groups. Management is a process and an art which effectively coordinates human resources for the attainment of whatever goals have been set.

How would you rate your utilization of the concepts of management in the performance of your Extension Work assignments?

never seldom occasionally often constantly

QUESTIONS RELATING TO UNIVERSITY-BASED EXTENSION AND RECREATION SERVICES: Please read carefully the questions and statements below and then answer the one that in your opinion most nearly coincides with your personal beliefs.

16. Who should carry the major responsibility for providing urban community recreation programming?
- A. University-based Extension
 - B. Federal Agency other than Extension
 - C. State Agency other than Extension
 - D. Local Government
 - E. Private Organization
17. Who should carry the major responsibility for providing rural or unincorporated area recreation programming?
- A. University-based Extension
 - B. Federal Agency other than Extension
 - C. State Agency other than Extension
 - D. Local Government
 - E. Private Organizations
18. Who should have the responsibility to educate the urban community regarding worthy use of leisure time?
- A. University-based Extension
 - B. Federal Agency other than Extension
 - C. State Agency other than Extension
 - D. Local Government
 - E. Private Organizations
19. Who should have the responsibility to educate the rural or unincorporated areas regarding the worthy use of leisure time?
- A. University-based Extension
 - B. Federal Agency other than Extension
 - C. State Agency other than Extension
 - D. Local Government
 - E. Private Organizations

20. Who should carry the major responsibility for providing urban or community recreation facilities?
- University-based Extension
 - Federal Agency other than Extension
 - State Agency other than Extension
 - Local Government
 - Private Organizations
21. Who should carry the major responsibility for providing rural or unincorporated area recreation facilities?
- University-based Extension
 - Federal Agency other than Extension
 - State Agency other than Extension
 - Local Government
 - Private Organizations
22. Who makes up the clientele of University-based Extension today? (circle all that apply)
- | | |
|----------------------------|------------------------|
| A. rural farmer | D. urban dweller |
| B. rural community dweller | E. urban disadvantaged |
| C. rural disadvantaged | F. other _____ |
23. The SCOPE Report listed major areas of work in Extension. As given below, rank them in order of their importance today.
- ___ Efficiency in Agriculture production
 - ___ Conservation, development, and wise use of natural resources
 - ___ Efficiency in marketing, distribution and utilization
 - ___ Management on the farm and in the home
 - ___ Family living
 - ___ Youth development
 - ___ Leadership development
 - ___ Community improvement and resource development
 - ___ Public Affairs
24. What are the areas of recreation program emphasis in University-based Extension today? (rank by proportion of time spent)
- | | |
|------------------------------|----------------------------------|
| ___ Outdoor Recreation (4-H) | ___ Arts and Crafts |
| ___ Social Recreation | ___ Sports and Athletics |
| ___ Cultural Activities | ___ Community and Public Affairs |
| ___ (music-drama) | |
| ___ Other _____ | |
25. What do you feel is the major function of the state recreation specialist or his counterpart in University-based Extension today?
- Awareness of recreation
 - Involvement in recreation
 - Planning for recreation

- D. Training for recreation
 - E. Coordination of recreation
 - F. Leadership in recreation
26. Which area of recreation programming do you feel is the most demanding on your time at the present?
- A. Outdoor Recreation (4-H)
 - B. Social Recreation
 - C. Cultural Activities (music-drama)
 - D. Arts and Crafts
 - E. Sports and Athletics
 - F. Community and Public Affairs
 - G. Other _____, _____
27. Which area of recreation programming conducted by University-based Extension has the greatest amount of public acceptance?
- A. Outdoor Recreation (4-H)
 - B. Social Recreation
 - C. Cultural Activities (music-drama)
 - D. Arts and Crafts
 - E. Sports and Athletics
 - F. Community and Public Affairs
 - G. Other _____, _____
28. Should University-based Extension programs be concerned with the following recreational groups and settings? (yes or no)
- ___ Community Recreation
 - ___ Family Recreation
 - ___ School Recreation
 - ___ Church Recreation
 - ___ Industrial Recreation
 - ___ Commercial Recreation
 - ___ Recreation and Voluntary Agencies
 - ___ Recreation in Organized Camps
 - ___ Recreation and Ill and Handicapped
 - ___ Recreation and Armed Forces
 - ___ Recreation and Senior Citizens
 - ___ Recreation and Delinquency
29. The SCOPE Report listed major areas of work in Extension. As given below, rank them in order of their importance in the next decade.
- ___ Efficiency in Agriculture production
 - ___ Conservation, development, and wise use of natural resources
 - ___ Efficiency in marketing, distribution and utilization
 - ___ Management on the farm and in the home

- Family living
- Youth development
- Leadership development
- Community improvement and resource development
- Public Affairs
30. Who do you feel will make up the clientele of University-based Extension in the next decade? (circle all that would apply)
- A. rural farmer D. urban dweller
- B. rural community dweller E. urban disadvantaged
- C. rural disadvantaged F. other _____
31. What are the areas of recreation programming emphasis in University-based Extension as you see it in the next decade? (rank by time to be spent)
- Outdoor Recreation (4-H) Arts and Crafts
- Social Recreation Sports and Athletics
- Cultural Activities (music-drama) Community and Public Affairs
- Other _____, _____
32. What do you feel will be the major function of the state recreation specialist or his counterpart in University-based Extension in the future?
- A. Awareness of recreation
- B. Involvement in recreation
- C. Planning for recreation
- D. Training for recreation
- E. Coordination of recreation
- F. Leadership in recreation
33. Which area of recreation programming do you feel will be the most demanding on your time in the next decade?
- A. Outdoor Recreation (4-H)
- B. Social Recreation
- C. Cultural Activities (music-drama)
- D. Arts and Crafts
- E. Sports and Athletics
- F. Community and Public Affairs
- G. Other _____, _____
34. What are the areas of programming which the University-based Extension in your state should become involved?
- A. Arts and Crafts (all ages) G. Music (all ages)
- B. Dance (all ages) H. Outdoor Recreation
- C. Drama (all ages) I. Social Recreation
- D. Sports and Athletics (all ages) J. Special Events
- E. Hobbies and Clubs (all ages) K. Voluntary Service
- F. Reading, Writing, and Speaking (all ages)

35. Does your state plan of work have established educational objectives pertaining to recreation programming?
 ___ Yes ___ No

QUESTIONS RELATING TO YOUR PHILOSOPHY OF RECREATION: Please read carefully the following questions and then answer in terms of your own personal feelings.

36. What does recreation mean to you? (answer in one sentence please)

37. What would you consider to be some of the causes for increased demand in leisure and recreational opportunities by clientele served by University-based Extension?

38. What do you feel are the basic objectives of recreation?

39. What do you do for your recreation? (name activities)

40. Listed below are a selection of competencies which are considered typical in undergraduate recreation education curriculums. Please underline those which were taken as part of your professional preparation for your current job responsibilities.

Humanities--Social Science: including sociology, psychology, drama, music, rural sociology, etc.

Natural and Biological Science: including physiology, biology, zoology, forestry, ecology, etc.

Communication--Public Relations: including journalism, speech, interpretation, graphic arts, etc.

Education: including education foundations, outdoor education, recreational skill courses, adult education, industrial art, special education, etc.

Business Administration: including management, economics, etc.

Public Administration: including government, political science, etc.

Health and Safety: including health, first aid, etc.

Group Processes: including social work, etc.

History, Theory, and Philosophy of Recreation: Including philosophy, development, structure, purposes, etc.

Program and Introduction to Administration: including principles, leadership, etc.

Directed Field Experience (internship) full time, part-time.

PLEASE USE THIS SPACE FOR ANY COMMENTS:

NAME OF RESPONDENT _____

REPRESENTING STATE OF _____

THANK YOU FOR YOUR ASSISTANCE

PLEASE RETURN TO: Ronald W. Perry
Department of Health, Physical and
Recreation Education
Louisiana State University
Baton Rouge, Louisiana 70803

LOUISIANA STATE UNIVERSITY
AND AGRICULTURAL AND MECHANICAL COLLEGE
BATON ROUGE . LOUISIANA . 70803

220

DEPARTMENT OF HEALTH, PHYSICAL
AND RECREATION EDUCATION

April 13, 1971

APPENDIX I

Re: Questionnaire for Use in Developing Concepts Concerning
the Role of University-based Extension in Providing
Statewide Recreational Services.

A few weeks ago, I mailed you a copy of a questionnaire dealing with concepts concerning the role of University-based Extension as part of my doctoral research here at Louisiana State University.

You were selected to receive this questionnaire because your name appears on the latest copy of the State Extension Specialists Having Outdoor Recreation Responsibilities, as furnished by the Federal Extension Service, United States Department of Agriculture. I know that you are very busy with your own projects, but it is extremely important that I receive a representative sampling of those persons having responsibilities in extension work such as yourself.

It will be very helpful and greatly appreciated if you will please take the time to complete and return the questionnaire so that I may meet Graduate School deadlines for spring commencement.

Thank you for your professional assistance. A copy of your plan of work is also requested for completion of the research project.

Sincerely yours,

Ronald W. Perry, Instructor
Recreation Education

VITA

The author was born in New York, New York on August 1, 1930. He received his elementary education there and his secondary education at Orlando, Florida.

In January, 1953 the author received the Bachelor of Science degree from the University of Florida, Gainesville, with a major in Physical Education and a minor in Recreation. Upon graduation he entered the United States Air Force as an Air Cadet.

After having been discharged from the service in 1955, the author was employed as Director of Recreation in Fairfield, Illinois. He remained in recreation administrative work until September of 1957, when he entered the Florida State University Graduate School to begin work toward the Master's degree. He received his Master of Science degree in January, 1961, with a major in Recreation and a minor in Public Administration.

The author was employed in several recreation and park administration positions until September of 1965 when he accepted a position as Assistant Professor of Recreation at Chico State College, Chico, California.

In June of 1967, the author began work toward a doctorate degree with his enrollment at the University of Oregon, Eugene.

The author was offered and accepted the position of Coordinator of Recreation Education in the Department of Health, Physical and Recreation Education, Louisiana State University, in September, 1967. He has remained in this position and during this time he continued work on the Doctor of Education degree with a major in Extension Education and a minor in Recreation.

He is married to the former Eliza DeLoach of Greenville, South Carolina and they are the parents of five children, two girls and three boys.


EXAMINATION AND THESIS REPORT

Candidate: Ronald William Perry

Major Field: Extension Education

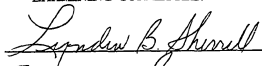
Title of Thesis: Development and Analysis of a Conceptual Framework for Recreation and Leisure Emphases in Adult Education Programs

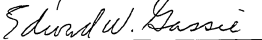
Approved:

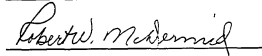

Major Professor and Chairman

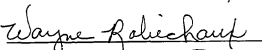

Dean of the Graduate School

EXAMINING COMMITTEE:











Date of Examination:

June 25, 1971